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ABSTRACT

This volume is the third in a series (developed in response to a needs assessment survey of special educators in Alberta, Canada) providing practical suggestions about instructional strategies, classroom management, preparing individual program plans, and understanding special needs. This volume presents a process for development of Individualized Program Plans (IPPs) and offers strategies for involving parents. It provides information on writing long-term goals and short-term objectives and illustrates these with case studies and samples of completed IPPs. The book also addresses transition planning and includes a variety of forms and checklists. Section 1 considers how the school and parents determine when the modifications of the regular program required by a student with special needs are extensive enough to require an IPP. Section 2 lists the essential information required by Alberta Education in an IPP, such as the assessed level of educational performance, strengths and areas of need, and long-term goals and short-term objectives. Section 3 explains the five-step IPP process, including: (1) gathering information; (2) setting the direction; (3) developing the IPP; (4) implementing the IPP; and (5) reviewing the IPP. Section 4 presents examples of completed IPPs and Section 5 provides blank IPP forms. (Contains 13 references.) (DB)

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Individualized Program Plans

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This document is intended for:

Students	
Teachers	✓
Administrators	✓
Counsellors	✓
Parents	
General Public	

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- Members of the Special Education Advisory Committee representing:
  - Alberta Association for Bright Children
  - Alberta Association for Community Living
  - Alberta Home and School Councils' Association
  - Alberta School Boards Association
  - Alberta Teachers' Association
  - College of Alberta Superintendents
  - Council for Exceptional Children (CEC), Alberta Federation
  - Learning Disabilities Association of Alberta
  - Premier's Council on the Status of Persons with Disabilities
  - University of Alberta, Department of Educational Psychology.
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- The staff of the Special Education Branch of Alberta Education for their contribution to the development, production and distribution of the series.
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Introduction to the Series

Programming for Students with Special Needs is a series developed in response to a needs assessment survey conducted by the Special Education Branch of Alberta Education in the Spring of 1992.

The information provided by survey respondents has been used to guide the nature and content of the series. The respondents indicated the need for practical suggestions about instructional strategies, classroom management, preparing individual program plans and understanding the nature of special needs. They also wanted information about the availability of special education resources.

The following books are included in the series. The information in each book is interrelated and can be used to provide instruction to all students.

Book 1: ***Teaching for Student Differences***
Highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It includes ideas for varying instructional time, the learning environment, resources, materials, presentation, assignments and assessments to accommodate students with diverse needs. This book contains instructional strategies for core subjects as well as by categories of differences; i.e., learning disabilities, behaviour disorders and gifted and talented. A variety of useful forms to assist teacher planning is found in the appendices.

Book 2: ***Essential and Supportive Skills for Students with Developmental Disabilities***
Includes:

- developmental checklists for communication skills; i.e., receptive, expressive, social, articulation and vocabulary
- checklists for gross and fine motor development, including colouring, graphics, manuscript printing and cutting
- charts and checklists which provide a continuum of life skills by domain (domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, career development)
- checklists for mathematics, reading and writing to Grade 6
- an annotated list of other teaching resources.

Book 3: ***Individualized Program Plans***
Contains a process for IPP development and strategies for involving parents. This book provides information on writing long-term goals and short-term objectives along with case studies and samples of completed IPPs. It addresses transition planning and features forms and checklists to assist in planning.

Book 4: ***Teaching Students Who are Deaf or Hard of Hearing***
Includes information on the nature of hearing loss and the various communication systems which may be used The book contains information on amplification, educational technologies, program planning and teaching strategies.

Book 5: *Teaching Students with Visual Impairments*
Is under development in collaboration with the British Columbia Ministry of Education. The expected release date is Spring 1996.

Book 6: *Teaching Students with Learning Disabilities: Classroom Strategies*
Is under development in collaboration with the Elk Island Public Schools Regional District. The expected release date is Spring 1996.

Programming for Students with Special Needs is not intended to be a complete authority on the many disciplines associated with the education of students with special needs. In providing instruction to students with special needs, staff should utilize the support services available in their jurisdiction.

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Section I
When is an Individualized Program Plan Necessary?

School boards are responsible for identifying students with special needs, developing and implementing individualized program plans (IPPs) for those students and evaluating their progress.

Students with special needs may require changes to the regular curriculum, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment. The school and the parents determine when the modifications of the regular program are extensive enough to require an IPP.

The IPP acknowledges the student's strengths and needs and explains how the school's programming will address those areas. Development of the IPP is intended to foster a team approach. The educational growth of a student is best accomplished through the mutual efforts of, and close communication among, the student, the family, the school, the community and other professionals involved with the student.

An IPP is . . .

- a summary of the goals and objectives for a student's learning during a school year
- a written plan prepared for those students who require modifications of the regular school program
- a tool to help teachers monitor and communicate student growth
- a plan developed, implemented and monitored by school staff
- a document to communicate to parents, students and staff
- a flexible, working document with meaning for all contributors
- an ongoing record to ensure continuity in programming.

An IPP is not . . .

- a description of everything that will be taught to one student
- the goals and objectives of an educational program for all students
- a means to monitor the effectiveness of teachers
- a daily plan
- a report card, however it may be used as such
- a legal contract
- "written in stone."

Section II
Essential Information

The IPP is a written commitment of intent by an educational team. It is meant to ensure the provision of appropriate programming for students with special needs and to act as a working document. It also provides a record of student progress. Modifications in programming to meet the educational needs of students should be reflected and documented in each student's individualized program plan.

Preparation of the IPP provides the opportunity for parents, teachers, school-based administrators and others involved with the student to address the learning needs of the student. The school administrator has the responsibility of ensuring that the IPP is prepared and maintained.

The IPP is a mandatory requirement of Alberta Education and should include the items presented in the following checklist.

Included	Essential Information
___	• assessed level of educational performance
___	• strengths and areas of need
___	• long-term goals and short-term objectives
___	• assessment procedures for short-term objectives
___	• special education and related services to be provided
___	• review dates, results and recommendations
___	• relevant medical information
___	• required classroom accommodations (any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment)
___	• transition plans

An IPP should describe what the student knows and can do, what and how the student should learn next, where the instruction will take place, who will provide it, how long it may take and what the student will do to demonstrate learning.

A section of completed IPP samples begins on page IPP.50.

Section III
The IPP Process

The process for developing an individualized program plan is outlined in this document in the following stages:

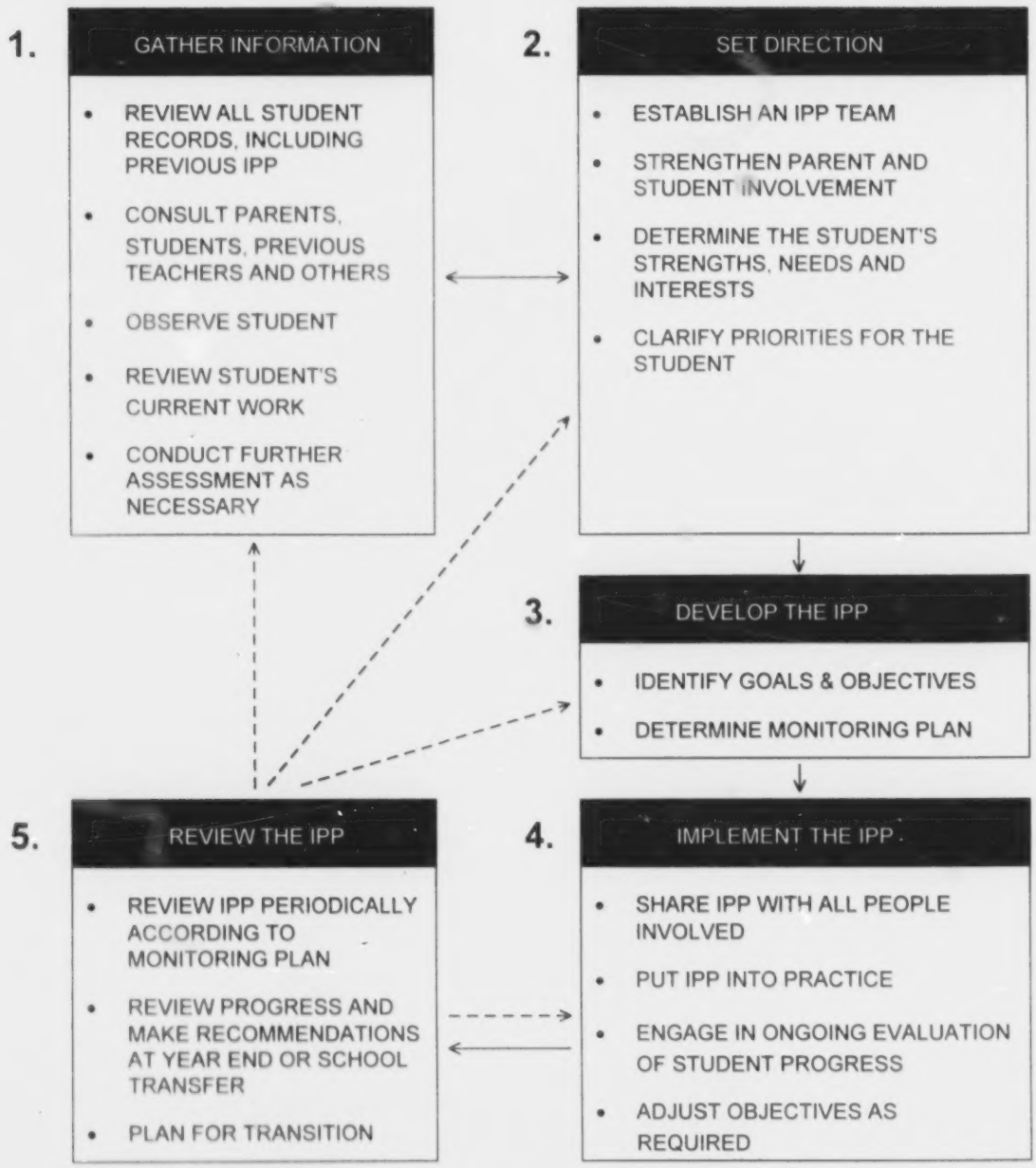
1. gather information
2. set direction
3. develop the IPP
4. implement the IPP
5. review the IPP.

Although the stages are given in sequence, teachers may vary the emphasis and order to meet individual needs. Several stages may be worked on simultaneously.

The following graphic represents an overview of the five stages in the IPP process. It may be used as a reference to ensure that the steps in developing, implementing and reviewing an IPP have been addressed. Note the interaction among the stages indicated by the arrows. The dotted arrows emanating from stage five indicate that during the review it may be advisable to refer back to the preceding stages in the IPP process.

Note: A team approach underlies the IPP process.

The IPP Process


1.
GATHER INFORMATION
• REVIEW ALL STUDENT RECORDS, INCLUDING PREVIOUS IPP
• CONSULT PARENTS, STUDENTS, PREVIOUS TEACHERS AND OTHERS
• OBSERVE STUDENT
• REVIEW STUDENT'S CURRENT WORK
• CONDUCT FURTHER ASSESSMENT AS NECESSARY
2.
SET DIRECTION
• ESTABLISH AN IPP TEAM
• STRENGTHEN PARENT AND STUDENT INVOLVEMENT
• DETERMINE THE STUDENT'S STRENGTHS, NEEDS AND INTERESTS
• CLARIFY PRIORITIES FOR THE STUDENT
3.
DEVELOP THE IPP
• IDENTIFY GOALS & OBJECTIVES
• DETERMINE MONITORING PLAN
4.
IMPLEMENT THE IPP
• SHARE IPP WITH ALL PEOPLE INVOLVED
• PUT IPP INTO PRACTICE
• ENGAGE IN ONGOING EVALUATION OF STUDENT PROGRESS
• ADJUST OBJECTIVES AS REQUIRED
5.
REVIEW THE IPP
• REVIEW IPP PERIODICALLY ACCORDING TO MONITORING PLAN
• REVIEW PROGRESS AND MAKE RECOMMENDATIONS AT YEAR END OR SCHOOL TRANSFER
• PLAN FOR TRANSITION

Gather Information

The IPP process begins as the team compiles information about the strengths, needs, likes and dislikes of the student. The team may want to gather the following information about student performance: academic achievement, attendance, school behaviour, communication skills, likes, dislikes, problem-solving skills, social skills, learning style, mobility and self-concept. Sources of gathering information include student records, consultation, student observations, current work and assessments.

Student Records

Student records provide the following information:

- student registration form (medical history, citizenship, eligibility status, enrollment history)
- reports from consultant staff and outside agency personnel
- summaries of tests and interpretative reports
- medical information provided by the parents
- previous IPPs
- previous progress reports, anecdotal records stating concerns.

Relevant medical information should be recorded on the IPP form. Frequently, there is information about a student's achievement and learning styles. If there is sufficient information to plan for and implement programming, no further assessment is necessary. If there is insufficient information, assessment should be undertaken.

Consultation

Parents

Parents provide a unique perspective about their child's personality, development and learning. Open communication and cooperation between home and school increases the opportunities for students with special needs to experience success. See pages IPP.15–20 for more information on involving parents.

Students

Student involvement, where appropriate, is also important. Teachers should encourage students to share perceptions of their learning strengths, needs and interests. This information may be gathered through interviews, discussions, interest inventories, journals or learning logs. See pages IPP.13–14 for more information on involving students.

Previous Teachers

Previous teachers can provide information about student strengths, needs and what has worked well in the past. They may also help set priorities.

Other Professionals

The following may also provide information:

- school administrators
- counsellors
- program aides
- resource teachers
- consultants
- occupational therapists
- physiotherapists
- medical professionals
- public health nurses
- social workers
- speech-language pathologists
- psychologists.

Student Observations

Through observation, teachers learn:

- how students respond to reading, approach new tasks, persist with tasks, interact with others, organize self, time and materials, use language, perform individually and in group activities and respond to various types of cues (auditory, visual, direct/indirect verbal cues)

- the effect of variables surrounding learning; for example, lighting, sound, temperature, the physical arrangement of the classroom, colour, the time of day, the presentation of and adherence to routines or schedules, the number of persons in the immediate area, peer interaction and teacher and support staff behaviours.

Teachers record their observations in a variety of ways: anecdotal comments from classroom observations and reflections, checklists, frequency data on specific behaviours, audio and video recordings, peer and support personnel observations, interviews, students' self-evaluations, informal observations expressed by other school personnel and observations by family members.

Sample student self-evaluation forms are provided on pages IPP.9–10.

Reviewing Students' Current Work

Teachers may also refer to student work samples. Samples of students' current work may include journals, selected pages from notebooks, video and audio recordings, peer evaluations, writing samples, assignments, unit tests, diagnostic tests, art samples and portfolios.

Assessment

Further assessment should follow if sufficient information is not available. This decision should be made in consultation with parents.

Conduct the required individual assessments to complete the initial data collection on the student. These assessments might be drawn from additional observations and work samples; diagnostic tests; teacher-created tests; developmental assessments; standardized tests; additional consultation with parents, students, previous teachers; living/vocational skills assessment and observation of students in the context of daily routines.

Consolidate and examine the information for details and consistent patterns of student strengths, interests and needs.

Record information on the current level of achievement, strengths and interests on the IPP.

Check whether information from various sources supports the pattern and examine any discrepancies. Collect more information as needed.

Student Self-evaluation Checklist[1]

Name: _____ Date: _____

Directions: Place a checkmark (✓) next to the skill areas in which you feel you do well and the areas in which you feel you need help.

Reading

	Do Well	Need Help
Reading new words	( )	( )
Reading stories	( )	( )
Understanding new words	( )	( )
Understanding stories	( )	( )
Understanding textbooks	( )	( )
Understanding written directions	( )	( )

Behaviour/Social Skills

	Do Well	Need Help
Raising my hand	( )	( )
Staying in my seat	( )	( )
Taking turns	( )	( )
Making friends	( )	( )
Controlling my anger	( )	( )
Being nice to others	( )	( )

Language Arts

	Do Well	Need Help
Spelling words	( )	( )
Writing sentences	( )	( )
Creating stories	( )	( )
Saying what I mean	( )	( )
Being understood by others	( )	( )

Mathematics

	Do Well	Need Help
Reading numerals over a thousand	( )	( )
Adding more than two-digit numbers	( )	( )
Subtracting with borrowing	( )	( )
Remembering multiplication facts	( )	( )
Dividing with remainders	( )	( )

[1] From "Someone's missing: the student as an overlooked participant in the IEP process," by M. T. Peters, 1990, *Preventing School Failure*, *34*(4), pp. 33–34. Reprinted with permission of the Helen Dwight Reid Educational Foundation. Published by Heldref Publications, 1319 Eighteenth Street N.W., Washington, DC 20036–1802. Copyright ©1990.

Student Self-assessment[2]

Please evaluate your study habits and personal growth.

Ratings: + = outstanding growth
X = OK or satisfactory growth
• = need to improve in this area

Put the appropriate mark on each line below.

Study Habits

_____ Following directions
_____ Completing assignments on time
_____ Working well in (your) group
_____ Working well alone
_____ Listening well to someone speaking
_____ Showing neatness in your work and desk
_____ Assuming responsibility for your work

Personal Growth Areas

_____ Considering other people's feelings
_____ Following school rules in a positive way
_____ Taking care of your personal belongings
_____ Being able to accept responsibility for your own actions
_____ Being able to get along with others

Is there anything that you would like to share with me about yourself or your work?

_____

Is there anything you would like me to write on your report card or share with your parents?

_____

Are there other comments that might be helpful for me to know?

_____

THANK YOU FOR YOUR HELP!

[2] From Edmonton Public School District No. 7. Reprinted with permission.

Establish an IPP Team

Many schools have student support teams to help teachers generate ideas and suggestions for program modifications for referred students. Student support teams use a collaborative process in which problem solving and brainstorming techniques are utilized. Every student support team has a unique design to fit the skills, expertise and demands within each school and across all levels. If an IPP is required, members of the student support team may participate as members of the IPP team. (For information about student support teams, please see the *Programming for Students with Special Needs* series, Book 6 — *Teaching Students with Learning Disabilities: Classroom Strategies*, to be released Spring 1996.)

IPP team membership can and should vary depending upon the educational needs of individual students. Teams could include the student, the parents, the teacher, the principal and any related service personnel.

The IPP team meets on a regular basis to:

- develop an understanding of the student's strengths, interests and needs
- share information and observations about the student's behaviour and learning in a variety of settings
- make decisions about educational goals and objectives related to areas of student learning at school, at home and in the community
- reach consensus about the support required from related services personnel
- design educational methods and interventions
- make decisions about integrating therapeutic services into the classroom.

The planning process should:

- be conducted in plain language
- be future oriented; only with a view to the future can planning achieve the best possible means of reaching the goals of the program
- include a record of the proceedings of the planning meeting (a checklist to assist in conducting the planning meeting and a conference planning form are included on pages IPP.24–29)
- address the following questions:
  - What is the student's history?
  - What are the parents' or guardians' goals for their child?
  - What are the student's goals?
  - What are the student's strengths, interests, talents?

- What are the student's needs?
- What would be a successful day for the student?
- What are the changes that need to be made to ensure a successful day?

Responsibilities of Team Members

The principal designates a teacher the primary responsibility for developing the IPP. Staff develop IPPs with the assistance of parents and, where appropriate, students and other professionals. Listed below are some of the responsibilities and ways in which team members might participate in the development and implementation of a successful individualized program plan.

Principal or Designate:

- is a member of the IPP team
- ensures that IPPs are prepared, implemented and evaluated
- ensures support personnel, appropriate materials and inservice training are provided as required given the needs of the student
- establishes procedures for involving parents in the IPP process.

Classroom Teacher:

- is a member of the IPP team
- shares information collected during the information gathering stage
- is aware of the parents' or guardians' expectations for their child's program
- is aware of the needs of exceptional students
- plans and carries out instructional programs
- modifies instructional methods and materials
- develops strategies for assessing and communicating student progress
- maintains ongoing communication with parents and other teachers.

Special Education Teacher:

- is a member of the IPP team
- provides diagnostic assessment to determine student strengths and areas of need
- generates ideas and suggestions for program modification and/or adaptation
- provides advice about materials and resources
- plans and carries out instructional programs
- develops strategies for assessing and communicating student progress
- maintains ongoing communication with parents and other teachers.

Teacher Assistant/ Paraprofessional:

- participates with the IPP team
- helps students with learning activities under the direction of the teacher
- assists with the modification of materials and instructional methods
- monitors and records the progress of individual instructional goals
- problem solves on the spot
- maintains ongoing communication with teachers.

Parents/Guardians:

- are members of the IPP team
- act as advocates for their child's best interest

- participate in the IPP process and assist in the development of the IPP (share information about their child's learning styles, interests, reactions to situations and ways to avoid potential problems)
- reinforce and extend the educational efforts of the teacher
- provide feedback on the transfer of skills to the home and community environments
- maintain an open line of communication with the school.

Consultants:

- participate with the IPP team, if requested
- help determine learning strengths and needs
- develop strategies for incorporating therapy needs into classroom routines
- provide advice about materials and resources
- train staff to implement strategies
- provide technical assistance
- act as a resource and support to families
- maintain ongoing communication with the teacher/team
- provide assessment as necessary.

Students:

Although the nature and degree of involvement will vary, students should be involved in the IPP process.

Students should[3]:

- understand the purpose of their IPPs and how to take part in the process
- be encouraged to attend IPP meetings
- be able to identify, label and explain their goals
- understand how their objectives are individually tailored, evaluated, reviewed and updated
- take responsibility for tracking goals, where appropriate.

The graphic on page IPP.14 illustrates several ways students can be involved in the IPP process. Students can be part of the consultation process as members of the IPP team. They may participate in their performance assessment through self-evaluation and interest inventories (pages IPP.22–23), and by indicating their learning preferences and priorities. Students may participate in instruction by focusing on specific learning goals, by self-monitoring their progress and by meeting with IPP team members and parents.

[3] Adapted from "High school students rate their IEPs: low opinions and lack of ownership," by T. C. Lovitt, S. S. Cushing and C. S. Stump, 1994, *Intervention in School and Clinic, 30*(1), pp. 36–37. Copyright © 1994 by Pro-ed, Inc. Reprinted with permission.

Student Involvement in the IPP Process[4]

[4] From "Someone's missing: the student as an overlooked participant in the IEP process," by Mary T. Peters, 1990, *Preventing School Failure, 34*(4), pp. 33–34. Reprinted with permission of the Helen Dwight Reid Educational Foundation. Published by Heldref Publications, 1319 Eighteenth Street N.W., Washington, DC 20036–1802. Copyright ©1990.

Parents as Integral Team Members

Parents should be included as active members of the IPP team as early in the process as possible. Educational priorities identified by family members should be a primary consideration. The benefits of involving parents include the following.

Parents:

- are able to communicate a picture of the life of the student thus far (see sample parent input form for students with developmental disabilities, page IPP.19)
- can provide up-to-date medical information
- can help achieve continuity of programming over time
- have important information regarding the likes, dislikes, interests and skills the child demonstrates in the home and community
- can assist in developing goals and effective strategies
- can offer opportunities for practice, reinforcement, generalization and maintenance of skills in the home.

Strategies to Support Parent Involvement:

- communicate openly and regularly with parents in language which is free of jargon
- clarify how parents can participate
- give parents the opportunity to specify how, and to what degree, they wish to become involved in their child's educational program (a sample communication form is provided on page IPP.17)
- provide parents access to parenting programs, if available
- contact parents by telephone as well as through written communication to notify them of IPP meetings
- advise parents of the topics which will be discussed at the IPP meeting and who will be in attendance
- send home a rough draft of goals and objectives to enable parents to familiarize themselves prior to the IPP meeting
- consider giving parents a goal-setting form; sample questions that may be used to develop the form are found on page IPP.18
- have a school representative greet the parents, guide them to the conference room and make introductions
- ensure parents are comfortable at IPP meeting by sitting with them
- clarify (through comments or questions) if you suspect that the parent is concerned or confused about any part of the IPP plan.

The following tip sheet may be provided to parents to help them maximize their opportunities for participation in their child's educational program.

Tips for Parents

General Tips

Parents are valuable members of the IPP team. The following tips may enhance your participation in your child's educational program:

- ❑ maintain ongoing contact with the school
- ❑ take an active role in decision making
- ❑ ask about other parents who may be in a similar situation, they can be a valuable resource
- ❑ ask about the services and resources available.

Tips for Participating in the IPP Process

Before the meeting:

- ❑ find out in advance what the agenda is
- ❑ discuss your child's involvement in the process
- ❑ jot down your comments and questions in advance
- ❑ think about your goals and expectations for your child.

At the meeting:

- ❑ make time limits known if you have other commitments
- ❑ provide samples of your child's work done at home if you think they could be useful
- ❑ ask questions if anything is unclear to you
- ❑ ask how you can help achieve some of these goals at home.

NOTES

What Do You Consider Important About School Contacts?[5]

Parents have different ideas about the kind and amount of information they want from school about their child. The list below contains ways you and your child's teacher might communicate. Please circle the number to the right of the phrase to show how important each type of contact is to you, then place the numbers 1, 2 or 3 next to the three most important ways to communicate with your child's teacher.

Comments	Not Applicable	Not Important					Very Important	Rank
Written notes	0	1	2	3	4	5	6	___
School newsletters	0	1	2	3	4	5	6	___
Parent/teacher/ student conferences or IPP meetings	0	1	2	3	4	5	6	___
Open house/student-led conferences	0	1	2	3	4	5	6	___
Informal contacts	0	1	2	3	4	5	6	___
School council meetings	0	1	2	3	4	5	6	___
Classroom observation	0	1	2	3	4	5	6	___
Telephone calls	0	1	2	3	4	5	6	___
Other, please specify:	0	1	2	3	4	5	6	___

How much contact do you want to have with your child's teacher?

❑ Daily ❑ Once a week ❑ Once a month

❑ Once a semester ❑ Other (specify)

Would you prefer

❑ to initiate most of the contacts with your child's teacher?

❑ the teacher to initiate contacts with you?

❑ both?

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[5] From *Collaborative teams for students with severe disabilities: integrating therapy and educational services* (pp. 55, 254), by B. Bainforth, J. York and C. Macdonald, 1992. Reprinted with permission. Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285–0624.

Sample Questions for Parent Goal-setting Form

The following sample questions could be used to develop a parent goal-setting form.

- What kinds of responsibilities do you give your child?
- How do you reward your child's good behaviours? How do you deal with your child's unacceptable behaviours?
- What concerns you most about your child?
- What do you see in the future for your child?
- What kind of recreational interests would you like to see encouraged in your child?
- What are your opinions regarding homework for your child?
- How much contact do you wish to have with the school? What form would this contact take?
- What part would you like to play in your child's school life?
- Do you have any questions or suggestions related to the services provided to your child?
- What are the three most important goals that you have for your child this year?

Parent Input on Student Preference and Choice[6]

Student: _____ Date: _____

Completed by: _____

How does your child communicate with friends and family members?

- ❑ Sign Language
- ❑ Speech
- ❑ Communication device
- ❑ Gestures (pointing, eye gaze)
- ❑ Gestures and sounds

When your child likes something, which of the following will he or she do?

- ❑ Say something
- ❑ Laugh or smile
- ❑ Imitate you
- ❑ Change facial expression
- ❑ Look at someone
- ❑ Look at something
- ❑ Move body
- ❑ Point or reach out
- ❑ Make sounds
- ❑ Other (please fill in)

_____

When your child dislikes something, which of the following will he or she do?

- ❑ Say something
- ❑ Cry
- ❑ Change facial expression
- ❑ Scream
- ❑ Throw tantrum
- ❑ Look away
- ❑ Pull away
- ❑ Push object or person away
- ❑ Make sounds
- ❑ Gesture
- ❑ Other (please fill in)

_____

What are your child's favourite:

Foods	Activities

[6] From *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities* (p. 317), by A. Ford, et al., 1989. Reprinted with permission. Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285-0624

How often does your son or daughter choose:

	Frequently	Occasionally	Seldom
When to eat	❑	❑	❑
What to eat	❑	❑	❑
What to wear	❑	❑	❑
When to get up (weekends, etc)	❑	❑	❑
When to go to bed	❑	❑	❑
What chores to do	❑	❑	❑
What to buy with his or her money	❑	❑	❑
How to spend free time	❑	❑	❑
Who to do things with	❑	❑	❑
Other (please fill in)	❑	❑	❑

_____

Please list some examples of how your child spends free time at home or in the community:

Activities:	With whom?	Times per week
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Who are your child's friends?

Name	Explain relationship, e g , neighbour
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Anything else we should know about your child's interests, likes and dislikes?

_____

_____

_____

[1] From *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities* (p. 317), by A. Ford, et al., 1989. Reprinted with permission. Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285–0624

Determine the Student's Strengths, Needs and Interests

The student's interests and talents can be determined from sources such as interest inventories, student-teacher conferences, information from parents, information from peers, observations of the student and reading preferences.

The information describing the student's strengths, needs and interests should be recorded on the individualized program plan.

Sample student interest inventories are provided on pages IPP.22–23.

Clarify Priorities for the Student

Establishing priorities helps the team focus on what is critical for the student to learn. At this stage, the team acts on information that has been gathered, analyzed and evaluated. To determine the priorities:

- list the student's learning needs in the content and life-skills areas
- rank the student's learning needs in each area
- select the most important learning needs for this school year; try to limit the total number of "most important" needs to three or four

The following factors should be considered when choosing priorities:

- immediacy of need
- possibility of incorporating into other skill areas
- contribution to overall academic achievement
- transferability to other curriculum areas
- contribution to independence
- age appropriateness
- anticipated rate of acquiring the skills
- parents' values and goals
- usefulness in future environments.

Student Interest Inventory

MY FAVOURITE THINGS TO DO

Name: _____

When I am by myself the three things I like to do most are

When I play with my frend, my favourite games are

My three favourite movies are

My favourite computer game is

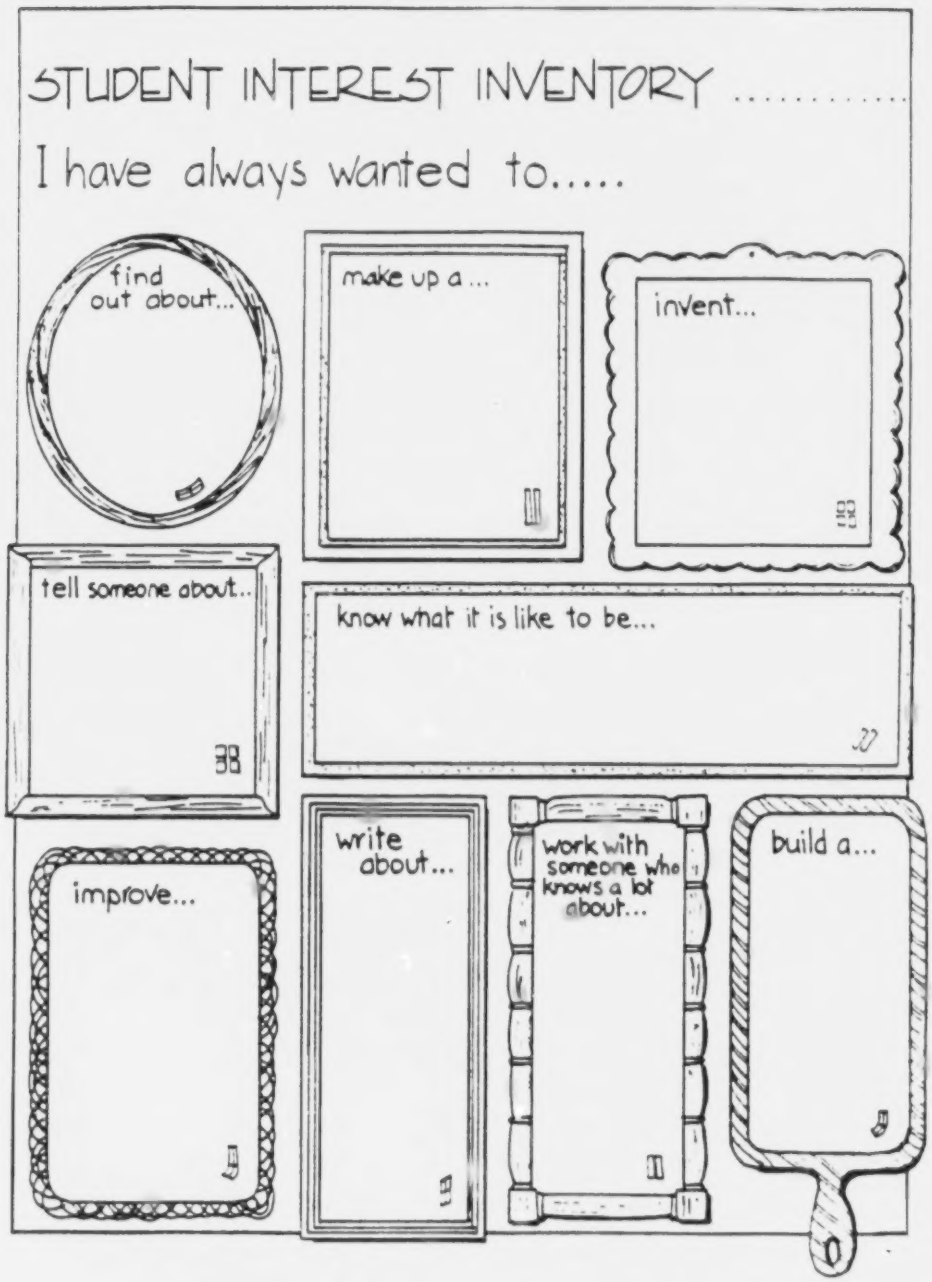
I really like to eat

The animals I like most are

My favourite stories are

My favourite friend is

Student Interest Inventory[7]



[7] From *Academic challenge: a programming guide* (p. 3.31), by Edmonton Public School District No. 7, 1988, Edmonton, AB: Edmonton Public School District No. 7. Reprinted with permission.

Conducting the Planning Meeting[8]

Student's Name:_____ Date:_____

✓	
	Introduce people in attendance.
___	State the purpose, the time limits, the fact that minutes will be taken and the options for post-meeting follow-up.
___	Encourage openness in information sharing, comments and questions.
	Review background:
___	age, address and telephone number
___	entry into program (emphasizing length of time in program)
___	previous program
___	general goal for the placement and a brief statement of the progress since the last reporting period.
	Discuss the following:
___	the student's present level of performance
___	any new assessment data, reports and observations
___	the student's strengths, interests, talents
___	the student's areas of need
___	the parents' goals for their child
___	the student's goals for self
___	the prime areas for focus
___	the long-term goals
___	any special services required
___	areas of responsibility
___	any concerns.
	Summarize the meeting and end on a positive note.
	Set future meeting.
___	Planning meeting follow-up:
___	review key decisions of planning meeting
___	share the information with other school personnel if necessary
	keep a record of planning meetings held and follow-up activities.

[8] From *The IEP process: reference handbook for special class teachers* (p. 29), prepared by A. Reeve and D. Katz, 1987, Victoria, BC: Greater Victoria School District No. 7. Adapted and reprinted with permission.

Conference Planning Form: IPP Priorities[9]

Conference Planning Form: IPP Priorities

Student: _____ Teacher: _____ Date: _____

Parent: _____ Others: _____

Content areas	Activities to retain	New priorities			Team decisions about IPP activities
		Parent	Student	Teacher/ therapist	
Language Arts					
Mathematics					
Social Studies/ Science/Health					
Art and Music					
Physical Education					
School Jobs/ Vocational					

[9] From *The Syracuse community-referenced curriculum guide for students with moderate to severe disabilities* (pp. 237–238, 242–243), by Alison Ford et al., 1989. Reprinted with permission. Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285–0624.

Conference Planning Form: IPP Priorities [9](cont'd)

Conference Planning Form: IPP Priorities

Student: _____ Teacher: _____ Date: _____

Parent: _____ Others: _____

Content areas:	Activities to retain:	New priorities			Team decisions about IPP activities
		Parent	Student	Teacher/ therapist	
Recreation/ Leisure					
General Community Functioning					
Social					
Communication					
Motor					

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Conference Planning Form[9]

Sample Completed Form

Conference Planning Form: IPP Priorities

Student: Mary Z. Teacher: Doug L. Date: September 22, 19--

Parent: Mrs. W. Z. Others: Linda T., Anna G., Chari L., Roseann B., Tom B.

Content areas:	Activities to retain:	New priorities			Team decisions about IPP activities:
		Parent	Student	Teacher/ therapist	
Language Arts	Listening to stories		Likes the school library, likes looking at pictures		Listening to stories, Looking at books and magazines, Developing a photo journal
Mathematics	Continuing to address math skills within daily routines			Money handling	Making daily purchases (school & community), Follow picture schedule for transitions
Social Studies/ Science/Health					
Art and Music	Art class	Schedule with non-handicapped students			Art 8, IA 9 (Industrial Arts, Wood)
Physical Education	Swimming		Swimming		PE 8 — Swimming
School Jobs/ Vocational		Office setting?	Quiet environ-ment	Opportunities for interactions with co-workers. New tasks?	Develop community job site (office? packaging at hospital?) Train work-related skills

[9] From *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities* (pp. 237–238, 242–243), by Alison Ford et al., 1989. Reprinted with permission. Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285–0624.

Conference Planning Form[9]
Sample Completed Form (cont'd)

Conference Planning Form: IPP Priorities

Student: Mary Z. Teacher: Doug L. Date: September 22, 19--

Parent: Mrs. W. Z. Others: Linda T., Anna G., Chari L., Roseann B., Tom B.

Content areas:	Activities to retain:	New priorities			Team decisions about IPP activities:
		Parent	Student	Teacher/ therapist	
Self-Management/ Home Living	Eating, Snack & meal preparation, Dressing & undressing, Using the toilet	Simple breakfasts, Shampooing		Use hall locker, Home Ec 8 Follow picture schedule	Eating, Home Ec snack/food prep., Use picture schedule, Use rest rooms (school, community), Shampoo & dress (swimming), Hall locker (with partner)
Recreation/ Leisure	Using cassette tape player, Swimming, Art	Activities for after school and weekends, expand number and activities	Enjoys computer games	Art 8, Use public library, Check extra-curricular options	Computer Club, Tape player, Swimming (P.E.8 & Art 8), Use public library, Table games (Pictionary), Determine other activities
General Community Functioning	Choosing foods, school cafeteria		Likes fast-food restaurants	Grocery shopping	School cafeteria, Grocery shopping (once a week), Fast-food restaurant (once a week)
Social	Requesting assistance, Using acceptable manners	Maintain contact with circle of friends	To keep peers involved	Initiate and maintain contact with peers	Address those social skills priorities within above activities

[9] From *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities* (pp. 237–238, 242–243), by Alison Ford et al., 1989. Reprinted with permission. Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285–0624

Conference Planning Form[9]
Sample Completed Form (cont'd)

Conference Planning Form: IPP Priorities

Student: Mary Z. Teacher: Doug L. Date: September 22, 19--

Parent: Mrs. W. Z. Others: Linda T., Anna G., Chari L., Roseann B., Tom B.

Content areas:	Activities to retain:	New priorities			Team decisions about IPP activities:
		Parent	Student	Teacher/ therapist	
Communication	Using gestures to express distress	Use more gestures (to tell when she wants to "stop")		Use picture symbol board & booklets, make requests, acknowledge "what's next?"	Address these communication skills within above activities
Motor	Refining grasp for efficiency, Increase mobility (wheelchair)		Help achieve comfor-table positions	Weight-bearing (use standing frame)	Address these motor skills within above activities

[9] From *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities* (pp. 237–238, 242–243), by Alison Ford et al., 1989. Reprinted with permission. Paul H. Brookes, P.O. Box 10624, Baltimore, MD 21285–0624.

Identify Goals and Objectives

Rationale for Written Goals

Writing goals and objectives should be part of the process of preparing an IPP. Benefits include:

- providing accountability
- helping to motivate students
- facilitating team-parent communication
- facilitating collaboration
- helping to focus learning activities.

Long-term Goals

The annual goals included in the IPP describe what the student can be expected to accomplish within a specified period. Usually the allotted time is one school year. Long-term goals are based on the prioritized needs of the student. Long-term annual goals are the teacher's best prediction of what the student might accomplish in a priority area by the end of the school year. The IPP team determines a manageable number of long-term goals and specifies the responsibility for their implementation during the IPP team meeting.

It is helpful to have a list of categories available when setting long-term goals. For example:

- language arts
- mathematics
- science
- social studies
- fine arts
- vocational skills
- gross motor development
- perceptual motor skills
- social skills.

Although long-term goals indicate the expected level of performance within a year, some goals can be achieved sooner and some will take more than a year. Goal statements which are written for shorter periods of time should also include the expected achievement date; for example, by December 1 the student will . . .

Goals may require modification as the student progresses because there may be extraordinary progress or, in some cases, regression over periods of time.

Examples of Long-term Goals

By the end of the year, the student will:

- display appropriate on-task behaviour during independent work periods
- develop comprehension skills at a third grade level
- demonstrate coherent organization of ideas in final draft writing
- identify and functionally use 50 PIC symbols
- read 240 words on a standard sight word list
- dress self independently
- compose stories at a third grade level

- apply critical thinking skills to comprehend, describe and solve problems
- improve basic work skills through on-site work experience
- increase awareness of the services in the community
- identify and demonstrate all components of a Braille writing machine
- demonstrate knowledge of and assume responsibility for care of hearing aid
- develop figurative language through the use of idioms, similes, metaphors and proverbs
- gain independence in simple routines
- develop an understanding of job families through various media, including interviews.

Short-term Objectives

Short-term objectives represent the intermediate steps between the student's current level of performance and the projected long-term goal. They are written to cover approximately a six-to-eight week period or a standard reporting period on the school calendar, but should be reviewed and revised when necessary. Objectives are written behaviourally and include both the date that the achievement is expected and the criteria for success. Objectives are written in the order that they will be taught or are expected to be mastered.

Objective

❶ achievement date
❷ conditions
❸ expected behaviour
❹ criteria

The objectives should include the following components:

❶ Achievement date

The date that the achievement is expected.

❷ Conditions

The conditions under which the student will perform the task:

- Are there any relevant environmental factors; for example, special lighting for a student with visual impairments?
- Can reference material be used?
- Are there time limitations?
- Does the student perform alone? With a group?
- Is the performance oral, written or demonstrated?
- Is special equipment needed?

Examples:

- given standard household cleaning tools the student will . . .
- when presented with six pictures of common objects, the student will...
- given 20 colour chips, four of each colour, the student will . . .

❸ Expected behaviour

The expected behaviour is what the student will know or be able to do when the learning objective is achieved. In many cases, expected behaviours can be identified by directly listing learner expectations from the program of studies or from *Essential and Supportive Skills for Students with Developmental Disabilities* Book 2 of the *Programming for Students with Special Needs* Series. In other cases, the expected behaviours may need to be described in more detail.

For example; the student will:

- identify the main character in a story (from the program of studies)
- complete a two-piece puzzle – straight cut diagonally (from the list of essential and supportive skills)
- read and write numerals one to 10 (from the program of studies)
- manage zippers, snaps and velcro fasteners (from the list of essential and supportive skills).

❹ Criteria

The criteria for successful achievement of short-term objectives (standard of performance):

- Precise criteria should be stated to provide data regarding the achievement of an objective. In other words, ask, "How will I know and be able to show others that the student has achieved this short-term objective?"
- The standard is often determined by the nature of the task, because complete mastery of one task may not be essential before proceeding to the next one.

  For example:
  - on two of three trials
  - according to the directions in the recipe
  - in at least three different natural settings
  - with 80 per cent accuracy.

Examples of Short-term Objectives

Example 1

By February 15, when presented with six pictures of common objects, the student will be able to verbally identify each object as a first, second or third-class lever on four out of five trials.

Achievement date: by February 15
Conditions: when presented with six pictures of common objects
Expected behaviour: verbally identify each object as a first, second or third-class lever
Criterion: on four out of five trials.

Example 2
By March 15, during project time, when sitting in a group of four peers, the student will visually orient to the student who is speaking on 16 of 20 occasions on five consecutive days.
Achievement date: by March 15
Condition: during project time, when sitting in a group of four peers
Expected behaviour: will visually orientate to the student who is speaking
Criterion: on 16 of 20 occasions on five consecutive days.

Example 3
By October 30, when presented with a sheet containing 30 double digit addition questions, the student will, using a calculator, correctly answer at least 28 questions on four days out of five.
Achievement date: by October 30
Condition: when presented with a sheet containing 30 double digit addition questions, using a calculator
Expected behaviour: write correct answer
Criterion: correctly answer 28 questions out of 30 on four days out of five.

Note: "using a calculator" is listed as a condition as it is an accommodation used with the student. It is part of what is needed to perform the task. If it were a skill being taught and evaluated, then it would be listed under expected behaviour.

Example 4
By November 30, following a student teacher conference, the student will revise initial written draft by adding a minimum of two new ideas or expanding on original ideas or information.
Achievement date: by November 30
Condition: following student teacher conference, using initial draft
Expected behaviour: revise initial written draft by adding to or expanding on original ideas or information
Criterion: a minimum of two additional or expanded ideas in writing.

Example 5
By February 28, when verbally presented with a logical argument, the student will be able to orally identify three supporting statements on four presentations out of five.
Achievement date: by February 28
Condition: when verbally presented with a logical argument
Expected behaviour: orally identify three supporting statements
Criterion: on four presentations out of five.

Determine a Monitoring Plan

Monitoring is most effective when it is periodic and includes all those involved in providing programming for the student.

- Decide who will be responsible for monitoring the implementation of the student's IPP and who will be involved.
- Identify the criteria for making judgements about programming for the individual student.
- Establish a process and timeline for monitoring.
- Record IPP review dates on the student's IPP.
- Record the results of the monitoring process.
- Record any recommended changes.
- Make adjustments as necessary on the student's IPP and in the student's programming.

Implement the IPP

The next phase in the process is the actual implementation of the IPP. Four steps are identified to help the team put the student's IPP into action.

1. Share the IPP

- Meet with the IPP team to discuss implementation of programming plans described in the IPP.
- Provide each staff and team member with a copy of the IPP and ensure that they understand how the student's interests, strengths and needs are to be addressed.
- Discuss the responsibilities associated with the monitoring plan.
- Meet with parents and the student to share the contents of the IPP and the monitoring plan.
- Discuss parental involvement in supporting the student's program.
- Review the IPP with the school administrator and place a copy of the IPP in the student's cumulative record or insert a note in the cumulative file regarding the location of the IPP.

2. Put the IPP into Practice

- Decide how programming plans for the student will be addressed daily.
- Consider the particular interests, strengths, needs and achievement levels of the student in determining learning tasks.
- Use organizational groupings and learning activities that help the student achieve the goals and objectives specified.
- Establish a means of monitoring goals and objectives within the classroom.
- Emphasize all areas of development in programming for the student with a focus on the priority goals.

3. Engage in Ongoing Evaluation of Student Progress

- Ensure that the activities selected enable the student to demonstrate the objectives.
- Use a variety of techniques or strategies to assess student progress.

- Select assessment strategies that occur naturally in the context of learning in the classroom.
- Develop a system for recording demonstrations of learning.

4. Adjust Objectives

- View the IPP as a working document.
- Develop new objectives if learning is proceeding at a rate faster than anticipated.
- Break objectives into smaller steps if learning is proceeding in smaller increments.
- Note priorities that need more emphasis.
- Evaluate strategies; change strategies as necessary.
- Record changes in programming.

An IPP process checklist appears on page IPP.40.

Review the IPP According to the Monitoring Plan

During the development of the student's IPP, the staff involved in the process will have decided when and how to monitor the student's progress. Questions that will be helpful in guiding the monitoring process include the following.

✓	Questions
—	Is the IPP still an accurate reflection of the student's programming needs?
—	How effective are the strategies and resources selected to support student learning?
—	How much progress has the student made toward achieving the goals and objectives?
—	Is there any new information that suggests changes be made in the student's programming?
—	Should new goals be selected and new objectives created to more accurately reflect the student's changing strengths, needs and interests?

During a review of the IPP, the student's progress is discussed and possible revisions to the plan are considered. A sample form for use at a review meeting is included on page IPP.37.

A sample form for the year-end meeting is found on page IPP.39. A checklist to ensure that all steps in the IPP process have been addressed is included on page IPP 40.

IPP Review Meeting

Name: Date:

In Attendance:

Review goals and objectives: (clarification of goals and objectives, changes, adjustments)

Develop new objectives: (based on growth of student, new circumstances that may have arisen)

Review and evaluate strategies and services used:

Comments:

Responsibilities:

Review Progress and Make Recommendations at Year End

At the end of the school year or when the student transfers to another school, it is necessary for the IPP team to review the student's educational plan and add written recommendations to the IPP. This review helps ensure continuity in programming for the student.

If the short-term objectives and the annual goals have been met, the following questions might be asked:

- What does the student need to learn next?
- Is the student now able to learn without special education or related services?

If the short-term objectives and the long-term goals have not been met, the following questions might be explored:

- Were the goals appropriate? If not, what goals would be more reasonable for the following year?
- Were the short-term objectives appropriate for the long-term goals?
- Were the short-term objectives presented in logical, sequential order?
- Were the short-term objectives subskills or part of the long-term goal?
- Was the scope of the short-term objective appropriate?
- Were the materials and methods effective? What changes can be recommended?
- Was the assignment of responsibility effective for achieving the goals? If not, what changes need to be made?
- Were the criteria set for achieving the short-term objectives appropriate?
- Did the student make gains in other areas which were not a part of the goals and objectives?
- Did the student assume some responsibility for his or her learning?
- Did the home reinforce the objectives?
- Have parents and/or students been involved in the development of long-term goals and short-term objectives?

IPP Year-end Meetings

Celebrations: (growth, successes, personal observations)

What worked well?

What has proven ineffective?

Goals which require ongoing focus:

Support services review: (personnel, equipment, materials)

IPP Process Checklist

✓	
	Gather Information
_____	Review student records
_____	Consult parents, students, previous teachers
_____	Observe student
_____	Review student's current work
_____	Conduct further assessment
	Set Direction
_____	Establish IPP team
_____	Strengthen parent and student involvement
_____	Determine student's strengths, needs and interests
_____	Clarify priorities
	Develop the IPP
_____	Identify goals and objectives
_____	Determine monitoring plan
	Implement the IPP
_____	Share IPP
_____	Implement IPP
_____	Engage in ongoing evaluation of student progress
_____	Adjust objectives and strategies
	Review the IPP
_____	Review IPP periodically according to monitoring plan
_____	Review progress and make recommendations
_____	Plan for transition

Transition Planning

Transitions from home to school, one grade or level of schooling to another, and from school to work can be difficult and confusing times for students with special needs and their families. A coordinated plan, implemented well before the anticipated move, can ensure that students have supports in place to lessen apprehension about the move.

A carefully developed transition plan will specify the supports and services necessary to enable the student to be successful at school and in the community.

A transition plan should be developed collaboratively with the student, family, services and agencies involved with the student. The plan should reflect the student's needs and the goals for the student in the new setting.

Transition planning should include:

- involvement of the student
- specification of the student's needs
- provision of options to the student and family with pros and cons indicated
- determination of preferences of the student and family
- arrangements for the student and family visits to the preferred option
- assistance with the transfer/application to selected option
- visits to the future site
- goals for the student in the new setting
- specifications of supports and services necessary.

Involvement in the Planning Process

Student	Parents/ Caregivers	Instructional Team	The Service Worker	Questions for Parents
should always be part of the planning process should attend meetings, voice concerns should contribute ideas and preferences as to where to live, kinds of work interests and what to do during leisure time	let others know to what degree they wish to participate in the planning process attend meetings, voice concerns and preferences provide input into the individual's and family needs explore available service options visit agencies that seem suitable select the best possible placement provide informal home and community training	prepares students for adult opportunities by providing a functional and community-based school program initiates the transition process and coordinates the development of the plan encourages family members to participate informs parents of alternatives available to student upon graduation provides parents with information about what to look for in an agency and how to compare services identifies referral needs and ensures that referrals are made	attends meetings provides information about agencies and services to families and others assists families with Assured Income for the Severely Handicapped (A.I.S.H.), guardianship and trusteeship issues provides information and assistance for the development of individualized service plans shares the responsibility for referrals accompanies families on agency visits provides follow-up once the individual has graduated from school	Will this agency meet my child's needs? Is their philosophy similar to ours? Is the agency committed to community-based programs? What are the admission criteria? Is there a waiting list? How long? What qualifications do staff have? To what extent are family members involved? What are the costs or fees? What disciplinary action does the agency use? How long does follow-up/support of the vocational agencies last?

Suggestions for Parents[10]

When Enrolling a Student in Elementary School	When Enrolling a Student in Junior High School	When Enrolling a Student in Senior High School
Be aware of the child's eventual need to enter the work force. Be sure your child's individualized program plan addresses employment awareness. Be aware of off-campus work experience opportunities available in higher grades. Point out workers to your child when you are out in the community. Discuss what the worker is doing and encourage your child to think about what job he or she might like. Emphasize physical fitness and appropriate use of play time. Encourage your child to dress and groom appropriately. Provide strong positive reinforcement for even the smallest task completed. Find out about services available to adults with disabilities in your community. Also learn about work place and residential options available in other areas and compare these to options in your area.	Actively support the school's efforts to provide off-campus work experiences. See that your child's IPP addresses work skills, functional social skills, and community access skills that are taught in a variety of settings. Start meeting adult services providers to explore what options will be available for your child. Find work outside the home for your child during vacations, weekends and after school. Teach your child to budget money and to use banking facilities by providing a small allowance or payment for performing certain jobs. Take your child to movies restaurants. Let your child help with the grocery shopping, choosing his or her own clothes and make other decisions. Continue to discuss the importance and benefits of working and earning wages. Get your child involved in community-based leisure activities and, if possible, teach him or her to use the public transportation system. Make sure off-campus learning experiences are available in the high school program your child will enter.	Make sure that transitional planning is an active part of the school program. Encourage the school to place your child in a variety of work settings during the high school years. Meet with teachers, social workers and others involved in your child's life to formulate a plan. Make sure that appropriate services are in place before the student graduates (educational, ocupational and/or residential). Continue to work with your child on matters of appearance, grooming, physical fitness, budgeting, completing chores, maintaining schedules and use of community-based facilities. Encourage independence and ample opportunities for community involvement.

[10] From Transition planning for young adults with intellectual disabilities: a resource guide for families, teachers and counsellors (pp. 4–5), by Alberta Education, Education Response Centre, 1992, Edmonton, AB: Alberta Education. Adapted and reprinted with permission.

Questions for Parents to Ask

When Enrolling in Elementary School	When Enrolling in Junior High School	When Enrolling in Senior High School	When Leaving Senior High School
What is the routine upon arriving at school? What door do students enter? What is the routine at noon? Where in the school is the classroom located? Where is the washroom relative to the classroom? Are students expected to use the washroom independently? Are there rules for playground use at lunch time and recess? How much time are students expected to sit in their desks? What level of support will be available? What are the teachers' expectations regarding behaviour? What are the opportunities for interaction with non-disabled peers	What is the routine upon arriving at school? Do students use lockers? How many different classrooms will the student use? Can the student access all parts of the building? What opportunities does the school provide for in-school and community work experiences? Are there between-class activities with students who are not disabled? What is the usual dress of junior high students? Do students use tote bags and lunch bags? Is there a school store or vending machines? What coins are required? Are there opportunities to interact with peers? What are the expectations regarding behaviour? Are there teacher-specific routines the student should learn before starting school?	What are the key locations in the building? Will the student be able to access key locations? What opportunities for off-campus learning experience are available in the community? Are there food services available in the school? What is the routine of the cafeteria? What extra-curricular activities are available? Does the student have access to community recreational facilities? What activities are available at noon hour and after school?	Where will the individual be living? With whom will the individual be living? What will the individual be doing during the day? What will the individual be doing during leisure time?

Tips For Sending and Receiving Teachers

An effective method for providing continuity in programming is communication between the student's current teacher and the receiving teacher. Tips for sending and receiving teachers are listed below:

Sending Teachers

- Ensure that all current and relevant information is in the student's cumulative record (updated IPPs, most recent progress report, assessment reports, work samples).
- Where possible, contact the student's receiving teacher prior to the year end or transfer date. Share information regarding the resources used, strategies for teaching and/or managing behaviour and the amount of individual help the student received.
- Gain as much information as possible about the new program in order to help prepare the student for the move.
- Encourage parents to visit the classroom in advance.

Receiving Teachers

- Check current documents in the cumulative record, most importantly the IPP.
- Contact the student's previous teacher to obtain information
- If possible, visit the student at previous school.
- Invite the student to visit the new school in advance. Set up a tour of the school and some time in the classroom. Introduce the student to some of the school staff.

Student Activities

Listed below is a sampling of activities to help students prepare for smooth transitions to new programs and environments.

- Have students choose samples of work from various subject areas to share with the receiving teacher. The students should comment in writing (scribed if necessary) why they have chosen an item and what they feel it tells about their skills.
- Encourage students to outline, in writing, areas of educational need. If necessary, they can respond orally and have the responses scribed. The teacher or teacher aide should help the students but not dictate what is needed.
- Have students create a collage or video of themselves involved in an activity in which they feel comfortable.
- Have students share books they have created including activities they have been involved in and accompanying pictures illustrating IPP goals and how they were integrated in the school program.
- Have students share reflective journals which include information on goals, why particular goals were set, what the students did when they reached a goal, responses to classroom experiences and curricula.
- Have students use computer and picture word banks to develop and answer questions, such as what they like to eat and do.
- Have students visit the new site and actually use the facilities (home economics room, shop room, operate lockers).
- Have students share a product of which they are proud: could be in art, physical education, language arts or other areas.
- Have students use one or two strategies that are particularly effective for them and share them with the receiving teacher.
- Have students write about what they like, where their strengths lie and where they experience difficulty.
- Have students tell about some aspect of their lives that is important to them, such as sharing pictures of their family or a pet.
- Have students talk about subjects or times of the day that they find most difficult.
- Have students talk about friends or individuals with whom they identify. If possible, the friend could be placed near an individual in the subsequent setting.
- Have students talk about aspects of the environment that they perceive as frightening or intimidating following a visit to the new site.
- Have students explore the neighbourhood surrounding the new site, such as parks, stores and other schools.
- Have students talk about the seating they find preferable and why.

For a listing of specific changes that a student may encounter during each transition phase refer to *Teaching Students with Learning Disabilities: Classroom Strategies*, Book 6 in the *Programming for Students with Special Needs* series.

Post-secondary Support Services

Many universities and colleges offer a variety of services, such as academic accommodations, adaptive assistance and counselling for students with disabilities. If a student with a disability is planning post-secondary training, it may be wise to contact the Student Services Department of the various institutions to find out if they provide services that are suitable to their needs. Some of the institutions offering specialized services are listed below:

Director, Post-secondary Programs
Advanced Education & Career Development
11th Fl., Commerce Place
10155 – 102 St.
Edmonton, Alberta
T5J 4L5

Counsellor
Alberta College of Art & Design
1407 – 14th Avenue NW
Calgary, Alberta
T2N 4R3

Counsellor
Athabasca University
Edmonton Learning Centre
2nd Fl., North Tower
10030 –107 Street
Edmonton, Alberta
T5J 3E4

Vocational Counselling
Augustana University College
Student Services
4901 – 46 Avenue
Camrose, Alberta
T4V 2RS

Interchange Deaf and Hard of Hearing Literacy Program
Alberta Vocational College
332 – 6th Avenue SE
Calgary, Alberta
T2G 4S6

Learning Support Services
Alberta Vocational College
332 – 6th Avenue SE
Calgary, Alberta
T2G 4S6

Instructor/Coordinator of Learning Disabilities
Alberta Vocational College
10215 – 108 Street
Edmonton, Alberta
T5J IL6

Artist Services Director
Banff Centre
St. Julien Road, Box 1020
Banff, Alberta
TOL OCO

Dean, Student Affairs
Concordia College
7128 Ada Boulevard
Edmonton, Alberta
T5B 4E4

Fairview College
Box 3000
Fairview, Alberta
TOH 1LO

Services to Students with Disabilities
Grant MacEwan Community College
10700 – 104 Ave.
Edmonton, Alberta
T5J 4S2

Special Needs Counsellor
Grande Prairie Regional College
10726 – 106 Avenue
Grande Prairie, Alberta
T8V 4C4

Counsellor
Lakeland College
BAG 5100, Vermilion Campus
Vermilion, Alberta
TOB 4MO

Lethbridge Community College
3000 College Drive South
Lethbridge, Alberta
T1K 1L6

Student Services
Medicine Hat College
299 College Drive SE
Medicine Hat, Alberta
T1A 3Y6

Coordinator, Services for Students with Disabilities
Mount Royal College
4825 Richard Road SW
Calgary, Alberta
T3E 6K6

Coordinator
Services to Disabled Students
N.A.I.T.
11762 – 106 Street
Edmonton, Alberta
T5G 2R1

Coordinator
Health Services
Olds College
4500 – 50 Street
Olds, Alberta
T4H 1R6

Student Services Advisor
Disabled Student Services
Red Deer College
Box 5005
Red Deer, Alberta
T4N 5H5

Counsellor, Students with Disabilities
Advising Centre for Counselling and Employment Services
Room 128, Heritage Hall
S.A.I.T
1301 – 16 Avenue N.W.
Calgary, Alberta
T2M OL4

Director, Office of Services for Students with Disabilities
Room 300, Athabasca Hall
University of Alberta
Edmonton, Alberta
T6G 2E8

Director, Student Resource Centre
Coordinator, Disability Resource Team
Room 260, MacEwan Student Centre
The University of Calgary
2500 University Drive NW
Calgary, Alberta
T2N 1N4

Coordinator Counselling Centre
Student Affairs
University of Lethbridge
4401 University Drive
Lethbridge, Alberta
T1K 3M4

Assistance

Alberta Family & Social Services
Consult telephone directory in your area.

Assured Income for the Severely Handicapped (A.I.S.H.)
This service is designed for individuals with severe disabilities who have no other sources of income.
Telephone: (403) 482–9665 Edmonton
Telephone: (403) 270–5411 Calgary
Telephone: (403) 742–7586 Central Alberta (Stettler) or call
Alberta Family and Social Services

Public Guardian Office
The public guardian provides a legal guardian for adults who are unable to care for themselves and make reasonable judgements about personal matters.
Telephone: (403) 427–0017 Edmonton
Telephone: (403) 340–5165 Red Deer
Telephone: (403) 297–3364 Calgary
Telephone: (403) 381–5648 Lethbridge

Public Trustee Office
Provides administration of estates of mentally incapacitated persons who have been declared by the courts incapable of managing their financial affairs.
Telephone: (403) 427–2744 Edmonton
Telephone: (403) 297–6541 Calgary

Section IV
Completed IPP Samples

The following student profiles and accompanying IPP samples demonstrate a range of student learning needs in a variety of school settings, from elementary to senior high school.

Essential information to be included in an IPP has been defined on page IPP.3. Formats may vary from jurisdiction to jurisdiction and between schools.

Staff should refer to the guidelines in their respective jurisdictions to create a format that best meets their needs while incorporating the essential elements.

Two blank sample formats are included on pages IPP.78–94.

Student Profiles Used in Developing Sample IPPs

I. Alvin is a Grade 9 student with behavioural needs. He is integrated full time in the regular classroom with his age appropriate peers. Alvin is experiencing mild academic delays, secondary to his behavioural difficulties. Alvin receives one-on-one counselling twice a week for 30 minutes in the areas of self-control and anticipating problematic situations. Communication between home and school occurs daily through a log book, with phone conversations as required.

II. Ivan is a student with mental disabilities who attends Greenfield High. He is a wheelchair user who is learning to travel independently within the school and community. Ivan is integrated into Grade 11 CALM, Computer Science 10, food studies and physical education. He also participates in work experience two days a week. Ivan has limited speech and relies on a communication board to express his wants and needs. Ivan's parents would like to see him work in some capacity when he finishes school. His transition plan reflects this goal.

III. Mathilde is a bright six-year-old girl integrated into a Grade 1 classroom. She is extremely sensitive and is bursting with curiosity and ideas. She is very verbal but dislikes writing. She has advanced academic skills but is immature socially. Since she acquires skills and concepts quickly, she is easily frustrated with errors made by herself and others. Mathilde will be encouraged to acquire skills in diplomacy and tolerance for frustration, while at the same time encouraged to feel a sense of challenge with "hard work" (not more work).

IV. Ashley has a severe to profound hearing loss and has recently acquired a cochlear implant. She is not currently using an FM system. Many adaptations have been made to the environment to meet Ashley's individual needs including a full-time interpreter aide and an acoustically altered classroom. A consultant for the deaf and hard of hearing visits the classroom on a regular basis.

V. Andy is a student with learning disabilities who is in Grade 4. He is functioning at the early Grade 3 level in language arts. Andy is at grade level in science, social studies and mathematics. Andy eagerly participates in oral social studies discussions where he demonstrates background knowledge of concepts. He is experiencing difficulties in the areas of written output and with organization. Since Andy has difficulty reading information at the Grade 4 level, that information is read to him by a partner. Andy's parents have been trained in paired reading and are reporting improvement in Andy's word recognition, reading comprehension and attitude toward reading.

STUDENT: Alvin	STUDENT #: 59876
PARENT/GUARDIAN: Constance TELEPHONE:	DATE OF BIRTH: June 30, 19xx
GRADE: 9	SCHOOL: Beetle Junior High School
SCHOOLS ATTENDED: Toodle Elementary School - required behavioural assistance	
DATE(S):	PROGRAM(S): Integrated Grade 9
COORDINATOR: Mr. S. Yard	
SPECIAL EDUCATION AND RELATED SERVICES (Additional School Staff/Support Personnel/Agencies): Counsellor will be involved in programming. Mrs. Glasser, teacher aide, will be assisting. Individual counselling – 30 min. – 2X/week	RELEVANT MEDICAL INFORMATION: – under care of psychologist – taking Ritalin – 5 mg 2X daily

ASSESSED LEVEL OF EDUCATIONAL PERFORMANCE:

Teacher Alert System (September 199x) – Attention Behaviour Checklist (ABC) – (pp. III 31–33) – Alvin scored higher on three sections. Appears Detached from Classroom Activities; Lacks Concentration; Dependent (requires extra assistance). These will be areas of focus. There were no serious concerns with Lacks Initiative or Oddities (idiosyncratic behaviours).

Wolf Student Behaviour Screening (WSBS) – (pp. III 71–73) Alvin showed the most difficulty in the areas of Classroom Behaviour; Relationship with Teacher and Peers (more so with peers); Social Skills and Self-Concept are somewhat better however they are still in need of improvement.

Student Self Attitude Checklist (Depression) – (pp. III 82–84) Alvin completed this and the results suggested that Alvin must be monitored in this area; information shared with the counsellor.

Behaviour Disorders Manual – (October 199x) – Identification Checklist and Summary completed (pp. 2-3 through 2-5) – the behaviour disorder rating indicated "Severe" for his temper outbursts. Appendix E completed (E-1 through E-20) – One behaviour (Social) to increase – activate Alvin's caring for animals by having him care for the class hamster. One behaviour (emotional) to decrease is Alvin's temper outbursts. The detailed plans are included in his behavioural program (located in his IPP binder).

Child Behaviour Checklist (November 199x) Clinical Range overall; External is clinical (acts out); Two scales are also in the clinical range (over 98 percentile) – Attention Problems and Aggressive Behaviour; Depression was in the normal range. Completed by teacher September 199x; scored and interpreted by school psychologist October 199x; see student record file for the report.

Gates McGinitie (October 199x) Vocabulary 52 percentile; Comprehension 38 percentile

Canada Quiet -by grade- (October 199x) Word Identification 58 percentile; Passage Comprehension 36 percentile; Arithmetic 74 percentile; Spelling 46 percentile.

Teacher Observation (Ongoing) – Alvin seems to have settled down and is able to follow most routines; compliance and peer relationships still appear to be his major struggles. He is currently supervised during lunch hour and it is working well (November 30, 199x).

AREAS OF STRENGTH:	AREAS OF NEED:
– good sense of humour – math skills at grade level – athletic – likes animals	– self control – problem solving – social – anticipating problem situations – working cooperatively – coping skills when angry and frustrated – sticking to a task – reduction of impulsive behavioural reactions
LONG-TERM GOALS:	**PERSON RESPONSIBLE:**
– Alvin will demonstrate the ability to identify potential problematic situations and respond appropriately.	Mr. Yard
– Alvin will interact appropriately with teachers and peers in the classroom.	Mr. Yard
– Alvin will work cooperatively with peers in the classroom.	Mr. Yard, Mrs. Glasser — teacher aide
– Alvin will demonstrate the ability to work independently and complete tasks at his instructional level.	Mr. Yard, Mrs. Glasser — teacher aide
REQUIRED CLASSROOM ACCOMMODATIONS (changes to instructional and evaluation strategies, materials and resources, facilities or equipment): – Classroom rules will be posted in each class. – A "work station" will be provided where Alvin can take a voluntary time out while remaining in the classroom. – Alvin will be given advanced notice prior to transition activities; i.e., class changes, new learning activity. – Daily communication book (home and school). – A self-monitoring strategy will be used and posted.	
PARENTAL INVOLVEMENT AND EXPECTATIONS: – involved in development of IPP – parent/student/teacher interview held in September – parents will work on Alvin's organizational skills at home – parents will notify the school of any significant changes to Alvin's routines at home	**STUDENT INVOLVEMENT AND EXPECTATIONS:** – parent/student/teacher interview in September to develop IPP goals

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STUDENT: Alvin	DATE:	COORDINATOR: Mr. Yard	
LONG-TERM GOAL: Alvin will demonstrate the ability to identify potential problematic situations and respond appropriately.			
SHORT-TERM OBJECTIVES RELATED TO LONG-TERM GOAL	REVIEW DATES:	ASSESSMENT PROCEDURES:	RESULTS & RECOMMENDATIONS:
1. By October 15, when presented with a series of five pictures of social situations, Alvin will be able to verbally indicate what might happen next in four of the situations on five consecutive days.	October 15	– teacher/aide observation	– achieved
2. By November 30, when verbally presented with a series of three problematic situations, with two alternate solutions given for each, Alvin will be able to verbally identify the solution which will lead to the positive outcome in all three instances on eight days out of 10.	November 30	– teacher/aide observation	– achieved
3. By December 31, when verbally presented with a series of five problematic situations, Alvin will be able to state two possible actions for each and identify the likely outcome for each in four of the five situations, for five consecutive days.	December 31	– teacher aide/counsellor observation	– achieved
4. By February 15, when presented with a series of two problematic situations in a role-play format, Alvin will be able to role play a possible action which will lead to a positive outcome for both situations, eight days out of 10.	February 15	– teacher aide observation	– achieved, Alvin enjoys role playing. This strategy should be continued next term.
5. By March 30, when presented with a series of five potentially problematic classroom situations in a role-play format, Alvin will be able to role play an action which will lead to a positive outcome for four of the five situations, on five consecutive days.	March 30	– teacher aide observation	– emerging
6. By May 15, with the assistance of behavioural cues from his teacher, Alvin will be able to respond in a positive manner to potentially problematic classroom situations in nine out of 10 instances.	May 15	– teacher/aide observation	– Alvin struggles with generalizing what he has learned. This is now a counselling focus too.
7. By June 30, Alvin will be able to, without external cues, respond in a positive manner to potentially problematic classroom situations in nine out of 10 instances.	June 30	– teacher observation	– achieved
LONG-TERM GOAL: Alvin will interact appropriately with teachers and peers in the classroom.			
SHORT-TERM OBJECTIVES RELATED TO LONG-TERM GOAL	REVIEW DATES:	ASSESSMENT PROCEDURES:	RESULTS & RECOMMENDATIONS:
1. By November, Alvin will label his feelings and communicate with words when anxious, frustrated or emotionally upset. Instances of aggression will be reduced 75% from baseline.	November 30	– teacher/aide observation	– achieved
2. By May, Alvin will interact appropriately with peers in an activity supervised by an aide. Instances of aggression will be reduced to fewer than two per day.	May 31	– teacher aide observation	– emerging, recommend continued training with counsellor focusing on cooperative learning

Sample I **Alvin (cont'd)** **Individualized Program Plan**

STUDENT: Alvin	DATE:	COORDINATOR: Mr. Yard	
LONG-TERM GOAL: Alvin will work cooperatively with peers in the classroom.			
SHORT-TERM OBJECTIVES RELATED TO LONG-TERM GOAL	REVIEW DATES:	ASSESSMENT PROCEDURES:	RESULTS & RECOMMENDATIONS:
1 By November, Alvin will work cooperatively with a teacher-selected partner and complete assigned tasks eight periods out of 10, within the time allotted and with program aide supervision.	November 30	– teacher observation of process and completed assignments	– achieved
2 By February, given a cooperative small-group assignment (teacher-selected peers), Alvin will work cooperatively and complete assigned tasks 85% of the time with program aide supervision.	February 28	– teacher observation of process and completed assignments	– achieved
3 By May, given the free choice of a working partner, Alvin will work cooperatively and complete assigned tasks three times out of four.	June 1	– teacher observation	– think - pair - share is not a recommended cooperative learning strategy unless a teacher aide is present
LONG-TERM GOAL: Alvin will demonstrate the ability to work independently and complete tasks at his instructional level.			
SHORT-TERM OBJECTIVES RELATED TO LONG-TERM GOAL	REVIEW DATES:	ASSESSMENT PROCEDURES:	RESULTS & RECOMMENDATIONS:
1 By September 30, when given material at his instructional level, Alvin will be able to work independently for at least two minutes, when cued by his teacher during four work periods (10 minutes each) out of five.	September 30	– teacher observation of product (completed assignments)	– achieved – Alvin responded well to cues
2 By October 15, when given material at his instructional level, Alvin will be able to work independently for at least five minutes, without verbal cues from his teacher and without interrupting others during four work periods (10 minutes each) out of five.	October 15	– teacher aide observation	– achieved – the aide was required to be proximal
3 By November 30, when given material at his instructional level, Alvin will be able to work independently for at least 10 minutes, without verbal cues from his teacher and without interrupting others during eight work periods out of 10.	November 30	– teacher aide observation	– achieved – the aide was able to circulate, Alvin required less supervision
4 By January 15, when working independently at his instructional level, Alvin will complete and hand in his assignments at the conclusion of the work period for 10 consecutive work periods.	January 15	– teacher/teacher aide observation	– Alvin is having difficulty here; the IPP team has decided that these last two objectives must be broken down and rewritten
5 By March 30, when working independently at his instructional level, Alvin will complete and hand in his assignments, to a level of C or better, at the conclusion of the work period for 15 consecutive work periods.	March 30	– teacher/teacher aide observation, grading of assignments	

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ADDITIONAL INFORMATION: Alvin has just started a trial of stimulant medication. The physician has requested feedback from the school every two weeks with respect to his ability to pay attention. It was agreed that the Attention Deficit Disorder with Hyperactivity Checklist (Teacher Alert System; pg. 35) would be used to monitor his behaviour.

TRANSITION PLANS (year end recommendations, suggestions regarding methodology, materials, strategies that were particularly effective):

- timetabling for Alvin's Grade 10 program will take place after spring break. Efforts will be made to give Alvin one teacher for math/science and one teacher for language arts/social studies.
- meetings between Alvin's Grade 9 and Grade 10 teachers, along with Mr. Glasser will take place in May.
- Alvin and his parents have requested an orientation visit. This site visit will take place after the May meeting. Mr. Glasser will accompany them.
- a year-end case conference including Alvin's psychologist, parents, school counsellor, teachers (present and receiving) and administrator will be held in June to set some direction for the next school year.
- Alvin's timetable will reflect a balance with respect to course load each semester; he will take a reduced load, having a spare each semester during which he can access some individual support.

COMMENTS:

Signatures of IPP team members

Parent/Guardian _____

Student (if applicable) _____

Principal or Designate _____

Teacher(s) _____

_____

Other team members _____

_____

DATE _____

Sample II — Ivan — Individualized Program Plan

STUDENT: Ivan
BIRTH DATE: November 1, 19xx
TEACHER RESPONSIBLE FOR OVERALL PROGRAM: Mr. Elliott

STUDENT I.D.#: 798149
PARENT/GUARDIAN:
REVIEW DATES: December/March/June

DATE: September 20, 19xx
TELEPHONE:
LEARNING GROUP/GRADE: special ed /integrated Grade 11

SPECIAL EDUCATION AND RELATED SERVICES (Additional School Staff/Support Personnel/Agencies)	SCHOOL HISTORY	RELEVANT MEDICAL INFORMATION
Teacher Aide: Mr. Hall, Speech Therapist: Mrs. Smart, Occupational Therapist: Mr. Ho, Physiotherapist: Miss Eyre.	– integrated in neighbourhood school since Grade 4	– epilepsy; medication required at noon

AREAS OF STRENGTH (Talents, Skills, Interests)	AREAS OF NEED
– good natured – eager to please – good sense of direction – enjoys computer	– independent mobility – work skills – increased independence in daily routines – refine natural communication skills – refine communication abilities through the use of pictures

ASSESSED LEVEL OF EDUCATIONAL PERFORMANCE (as indicated by teacher observation, interview, videotaping, informal and formal testing)	STUDENT INVOLVEMENT PARENT INVOLVEMENT – parents will generalize use of pictures to home environment – parents would like increased opportunities for peer interaction and a focus on the development of basic work skills
Language Functioning: (September 199x) Silvaroli Word List – all primer words; 80% of Grade 1 words, 55% Grade 2 words. Informal classroom and community observations, recognizes basic sight words in context and environmental print. Mathematics: (September 199x) Key Math – Grade 2. Math logs, cloze tests and graded student work indicate Ivan can count and write numbers to 100, classify shapes in context, use manipulatives, add and subtract whole numbers without grouping, tell time to the quarter hour, recognize coins and make purchases to 25 cents. Can read dates on a calendar. Peabody Picture Vocabulary Test – Revised – (November 199x) Receptive language skills at the 12th percentile, a relative strength for him. Teacher Alert System – (Section III D – Student Educational Assessment Screening [SEAS]) – pp. III 49 through III 68. Although designed for younger children, sections on Language Development and Self-Help were administered. Again receptive language is stronger than expressive and Self-Help skills clustered around the eight year-old level. Teacher Observation (Ongoing) – With respect to functional life skills, Ivan can feed himself independently. He is mobile in his wheelchair and functions well with his circle of friends. His receptive language skills are a relative strength and he can follow all one-step directions and some two-step commands. He is learning the values of coins, however he cannot make change, but does understand more and less.	

REQUIRED CLASSROOM ACCOMMODATIONS (changes to instructional and evaluation strategies, materials and resources, facilities or equipment)	MATERIALS AND RESOURCES
– daily communication book between home and school – make use of student areas of interest to encourage use of communication board – increased exposure to computer technology – instruction needs to be provided in a variety of ways (hands-on, visual, multi-sensory) across a variety of teaching situations – familiarize with school, classroom routines before starting formalized instruction in the routine – photographs will be taken during the demonstration of activities for future staff reference – list of pictures Ivan is consistently able to identify will be compiled throughout the year.	– Pictorial representations of common signs and labels – Talking pictures – rebus form of environmental pictures

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LONG-TERM GOAL: Ivan will wheel his chair to a variety of locations in the school and community.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	**Review Dates:**	**Assessment Procedures:**	**Results and Recommendations:**
1. By September 30, using a series of 10 photographs of common locations in the school, Ivan will, upon request, point to the named location eight times out of 10, on three consecutive days.	September 30	– teacher observation	– achieved
2. By November 15, when presented with a series of 10 photographs of common locations in the school, Ivan will, when wheeled to eight different school locations per day, point to the correct photograph six of eight times, on three consecutive days.	November 15	– teacher aide observation	– achieved
3. By December 31, drawing from the 10 common locations in the school, Ivan will, when requested (five per day) move to the correct location four times on five consecutive days.	December 31	– teacher aide observation	– achieved, however, it does take him a long time to move about the building. Additional goals may include time with accuracy
4. By February 15, using a series of four photographs of common locations in the community, Ivan will, upon request, point to the named location 16 times out of 20, on three consecutive days.	February 15	– teacher aide observation	– achieved
5. By March 30, when presented with a series of four photographs of common locations in the community, Ivan will, when wheeled to four different locations per day, point to the correct photograph on four days out of five.	March 30	– teacher aide observation	– achieved
6. By June 1, drawing from the four common locations in the community, Ivan will, when requested (one per day) move to the correct location on 10 consecutive days.	June 1	– teacher aide observation	– achieved
LONG-TERM GOAL: Ivan will be able to communicate choices.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	**Review Dates:**	**Assessment Procedures:**	**Results and Recommendations:**
1. By November, Ivan will make choices in menu planning by pointing to one item in each food group with no errors or duplications/five trials per week.	November 30	– teacher observation	– achieved
2. By January, Ivan selects the program he wants from a list of 10 items on a computer program menu (80% accuracy/four trials per week).	January 31	– teacher observation and data collection	– achieved
3. By May, Ivan will choose two of five students he wants to work with (four out of five occasions/four trials per week).	May 31	– teacher observation and data collection	– achieved, although he usually selects the same students, he tends to not interact with them, an additional objective should be selected in this regard
4. By June, Ivan will select desired school location when provided with five pictures (four different locations per day on four consecutive days).	June 15	– teacher observation and data collection	– achieved

LONG-TERM GOAL: Ivan will demonstrate a working knowledge of common signs.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable):	Review Dates:	Assessment Procedures:	Results and Recommendations:
1. By October 15, when presented with a series of eight signs that direct: e.g., pull, keep left, Ivan will point to the correct sign when verbally requested on five consecutive days.	October 15	– teacher aide observation	– achieved
2. By December 15, when presented with a series of 20 warning and safety signs, e.g., emergency exit, poison, no smoking, Ivan will point to the correct sign when verbally requested on four out of five days.	December 15	– teacher aide observation	– achieved
3. By January 30, Ivan will be able to match pictorial representations of the 28 signs to signs in the school building, with 20 matches on three consecutive days.	January 30	– teacher & aide observation	– achieved, Ivan particularly enjoys this, especially in a game format.
4. By March 15 when presented with a series of 20 community signs, e.g., mail, restroom, use crosswalk, Ivan will point to the correct sign when verbally requested on five consecutive days.	March 15	– teacher aide observation	– achieved
5. By April 30, Ivan will be able to match pictorial representations of the 20 signs to signs in the community, with 16 matches on three consecutive days.	April 30	– teacher aide observation	– emerging, part of the difficulty is getting around in the community to see enough signs in the time available; perhaps his parents could assist with this objective
6. By June 30, Ivan will demonstrate an understanding of directional, safety and community signs by complying with the intent of 90% of the signs he encounters on any given day.	June 30	– teacher & aide observation	– achieved
LONG-TERM GOAL: Ivan will explore possible career options.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable):	Review Dates:	Assessment Procedures	Results and Recommendations:
1. By December Ivan will compile a picture portfolio of his strengths, interests and areas requiring development, receiving input from friends, family members and staff. Ivan will be offered choices of pictures and will select among choices given every time offered.	December 30	– checklists – teacher observation – video	– achieved, with significant input from his family
2. By January, Ivan will explore future career choices (through print and non-print media, visits by guest speakers/potential role models, work-site visits). Using his portfolio information he will develop a plus-minus log of the career choices.	January 30	– teacher observation – portfolio review	– emerging, this is taking much longer than anticipated; the objective needs to be revised, perhaps a more "hands-on" approach at various potential work sites would assist.
3. By February, Ivan will set up an appointment with school guidance and vocational counsellor to assist him in selecting five vocational options to explore during work experience, based on his portfolio.	February 15	– counsellor observation – portfolio review	– achieved

LONG-TERM GOAL: Ivan will demonstrate an understanding of food safety and safe handling of kitchen utensils.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates:	Assessment Procedures:	Results and Recommendations:
1. By November, given a verbal prompt, Ivan will wash his hands before handling food without resistance each and every time.	November 30	– teacher/aide observation – checklists	– achieved; Ivan will sometimes not dry his hands properly leading to chaffing; if additional hygiene goals are added more detailed procedures may be required
2. By January, Ivan will demonstrate hygienic washing of pots and pans, using a rinse cycle and the loading of a dishwasher completing the steps correctly given verbal prompts only, 16 times out of 20.	January 30	– teacher/aide observation – checklists	– achieved
3. By February, Ivan will correctly point to the requested picture of various kitchen utensils on his picture board, given the utensil name or the utensil function accurately eight times out of 10.	February 15	– teacher/aide observation – checklists	– achieved
4. By April, Ivan will work cooperatively and safely with his assigned kitchen group. Criteria: 80% completion of peer and self-evaluation checklist over five cooking sessions.	April 15	– teacher observation – checklist	– not achieved, it is the completion of the checklist that is presenting the difficulty. This objective needs to be revised
LONG-TERM GOAL: Ivan will gain independence in simple routines.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates:	Assessment Procedures:	Results and Recommendations:
1. By November, Ivan will get his own apron and join his cooking group, at each occasion, without prompting.	November 30	– teacher observation	– achieved
2. By January, Ivan will look at his picture schedule and point to what comes next (eight times out of 10/eight trials per day).	January 31	– teacher observation	– achieved
3. By April, Ivan will sequence 10 pictures illustrating preparation for school (nine times out of 10 on three consecutive days).	April 30	– teacher observation	– achieved
4. By June, Ivan will complete his work routine with a maximum of four verbal cues per routine (total compliance/five trials per week).	June 15	– teacher observation	– emerging; occasionally he still requires physical prompts; if not mastered by June 30 rewrite for next year.

TRANSITION PLANS (year end recommendations, suggestions regarding methodology, materials, strategies that were particularly effective)

- A case conference must be initiated mid year to ensure that the school is supporting the direction Ivan's parents wish to take with their son.
- Mr. Elliott will set up visits to agencies providing supported employment. He will accompany Ivan and his parents on these visits. Ivan's parents will put Ivan's name on selected waiting lists.
- In scheduling for Ivan's Grade 12 year, the amount of work experience will increase from two days a week to three days.
- After spring break, transition to the adult service provider will begin. The job coach will observe Ivan and his aide during work experience to gain an understanding of Ivan's strengths and needs.
- Mr. Elliott will also assist parents in exploring supported independent living arrangements for Ivan. This will begin after spring break, once the supported employment agency is in place. Wheelchair accessibility is an issue.

Signatures of IPP team members:

Parent/Guardian _____

Student (if applicable) _____

Principal or Designate _____

Teacher(s) _____

_____

Other team members _____

_____

DATE: _____

Sample III

Mathilde

Individualized Program Plan

STUDENT: Mathilde
BIRTH DATE: June 30, 19xx
TEACHER RESPONSIBLE FOR OVERALL PROGRAM: Mrs. F. Suratess

STUDENT I.D.#: 56946572
PARENT/GUARDIAN:
REVIEW DATES: November/March/June

DATE: September 25, 19xx
TELEPHONE:
LEARNING GROUP/GRADE: Integrated Gr.1 Class

SPECIAL EDUCATION AND RELATED SERVICES
(Additional School Staff/Support Personnel/Agencies)
Language Arts — Mrs. Graylock, Consultant — Mr. Knoughetal,
Psychologist — Dr. G. Sodui

SCHOOL HISTORY
Elementary at Meadowbrook

RELEVANT MEDICAL INFORMATION
asthma, allergy to eggs and peanuts

AREAS OF STRENGTH (Talents, Skills, Interests)
- enthusiastic about learning
- learns quickly and is interested in everything
- good vocabulary, strong memory
- good sense of humour
- strong imagination, fluency of ideas and a fund of general knowledge
- exhibits advanced reading comprehension and vocabulary through her articulate speech
- work demonstrates good understanding of basic mathematical skills
- displays interest in and an understanding of science and the scientific method

AREAS OF NEED
- has difficulty dealing with errors when she makes them
- seeks attention and control of situations
- needs to be challenged in all academic areas
- needs to develop self-direction
- needs to reconcile her emotional intensity with her intellectual development
- working cooperatively
- coping skills when angry and frustrated
- reduction of impulsive behavioural reactions

ASSESSED LEVEL OF EDUCATIONAL PERFORMANCE
Diagnostic Reading Program (DRP) September 199x) Independent Level: end Grade 2; Instructional Level: mid-Grade 3; Frustration Level: early Grade 4.

Gates McGinitie (October 199x) Vocabulary 97 percentile; Comprehension 95 percentile

Key Math (October 199x) Overall grade equivalent 2.8. Mathilde showed advanced skills in the areas of basic facts (including division). Her math concepts are also advanced. Mathilde showed average abilities in geometry and money

Wechsler Intelligence Scale for Children – III (WISC-III) (November 199x) See student record file for report. Strengths were numerous, especially vocabulary, verbal reasoning and abstract thinking. Her processing speed and copying skills were at the upper end of the average range

Teacher Observation (Ongoing) Mathilde is functioning at above grade level in all academic areas. Mathilde reads chapter novels of a second and third grade level, with clear factual comprehension. Her written work is average for a Grade 1 student. She is an articulate speaker with a vocabulary similar to that of a nine-year-old. She shows signs of impulsivity in her thinking skills and interactions. Mathilde has a keen interest in science and demonstrates a superior knowledge of general facts. Social studies inquiry skills are advanced while her verbal explanations are at grade level. Fine and gross motor skills are age appropriate (November 199x)

STUDENT INVOLVEMENT
- parent/student/teacher interview in September to develop IPP goals
- will provide feedback with respect to enjoyment of academic tasks
- will have opportunities to work with a variety of peers in various settings

PARENT INVOLVEMENT
- involved in development of IPP
- parent/student/teacher interview held in September
- will use questions rather than making suggestions in helping Mathilde with her school work
- will use thinking guides provided by the teacher when reading and talking about stories
- will monitor Mathilde's social-emotional development as the year progresses

REQUIRED CLASSROOM ACCOMMODATIONS (changes to instructional and evaluation strategies, materials and resources, facilities or equipment)
- Mathilde needs to hear the reason for rules
- encourage her to take risks
- encourage elaboration, especially with the written process
- get her to talk about her feelings and others' point of view
- consider her sensitivity when providing direction
- ensure concrete manipulatives are available for project work beyond the Grade 1 level

IPP 62

LONG-TERM GOAL: Mathilde will apply conventions of print in her writing.

Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates	Assessment Procedures	Results and Recommendations
1. By November, Mathilde will accurately use an editing key on nine out of 10 attempts.	November 30	– teacher/aide observation – student completed checklists	– achieved
2. By January, Mathilde will correctly punctuate (end marks) her written work with 90% accuracy.	January 30	– teacher/aide observation – anecdotal records	– achieved
3. By June, Mathilde will accurately punctuate her written work at all times.	June 30	– teacher/aide observations – anecdotal records	– emerging. Mathilde does not do this at all times. We will rework the goal with a different criteria and specify the punctuation used.

LONG-TERM GOAL: Mathilde will demonstrate her abilities as an independent learner of science.

Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates	Assessment Procedures	Results and Recommendations
1. By October 1, upon request, Mathilde will be able to state and orally define the six components of a scientific experiment on eight of 10 requests.	October 1	– teacher observation	– achieved
2. By November 30, when presented with a brief outline of two simple experiments, Mathilde will be able to explain how each experiment could be conducted, by verbally identifying all six components for at least one of the experiments.	November 30	– teacher observation	– achieved
3. By January 15, given a series of three simple experiments Mathilde will be able to conduct at least two of the three experiments demonstrating the six component parts.	January 15	– teacher observation – observation of product	– achieved, she had some difficulty with the apparatus set up
4. By March 1, when presented with a series of five problems related to life science, Mathilde will be able to locate information in the library, using various media, and design a project using the six parts of a scientific experiment, for at least three of the problems.	March 1	– teacher observation – librarian assistance	– emerging. Mathilde enjoys the video medium.
5. By May 15, using the experiments developed in the March 1 objective, Mathilde will be able to successfully conduct two of the five experiments, demonstrating the six parts of an experiment.	May 15	– teacher observation – observation of product	– achieved

IPP 63

LONG-TERM GOAL: Mathilde will play and work appropriately with peers.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates	Assessment Procedures	Results and Recommendations
1. By October, Mathilde will verbally and in actions show pride in her accomplishments (school work) 80% of the time	October 30	– teacher observation, sociogram, anecdotal records and videotape	– not achieved; the objective was too complex and needs to be broken down separating self-talk from risk-taking behaviour and timelines need to be extended
2. By November, Mathilde will demonstrate appropriate classroom etiquette 80% of the time	November 30	– teacher observation checklist	– achieved; Mathilde is fitting well into the class
3. By January, Mathilde will make at least three positive comments during a 15 minute classroom discussion on eight out of 10 occasions	January 31	– teacher observation checklist	– achieved
4. By June, Mathilde will make positive comments about herself when she makes an error, on every occurrence	June 30	– teacher observation, anecdotal records and video-tape	– achieved
LONG-TERM GOAL: Mathilde will set realistic expectations for herself as a Grade 1 student.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates	Assessment Procedures	Results and Recommendations
1. By January, Mathilde will verbally describe the four steps of her personal goal setting strategy	January 31	– teacher observation – checklist for parents to use	– achieved
2. By March, Mathilde will set one-week goals for herself in mathematics and science accurately on half of the time	March 15	– teacher observation	– achieved
3. By June, Mathilde will set one-month goals for herself in language arts with 80% accuracy	June 15	– teacher observation – class discussions	– achieved

IPP 64

TRANSITION PLANS (year end [illegible] suggestions regarding methodology, materials, strategies that were particularly effective)

- Contact between Mrs. Suratess and next ye[illegible]acher will begin after spring break. Mathilde will visit the new classroom to find out what behavioural and academic expectations will be in place.
- Year-end conference with Mathilde's sending teacher, parents and her new teacher will be set up for June.
- Mathilde truly enjoys oral presentations.
- Mathilde has learned to set reasonable short-term goals when an oral presentation is the culminating activity.

Signatures of IPP team members:

Parent/Guardian _____

Student (if applicable) _____

Principal or designate _____

Teacher(s) _____

_____

Other team members _____

_____

_____

Date _____

IPP.65

Sample IV

Ashley

Individualized Program Plan

STUDENT: Ashley
BIRTH DATE: May 18, 19xx
TEACHER RESPONSIBLE FOR OVERALL PROGRAM: Mrs. Taylor

STUDENT I.D.#: 896147
PARENT/GUARDIAN:
REVIEW DATES: Dec./March/June

DATE: September 19, 19xx
TELEPHONE:
LEARNING GROUP/GRADE: Integrated fourth grade class

SPECIAL EDUCATION AND RELATED SERVICES (Additional School Staff/Support Personnel/Agencies)
Interpreter/Program Aide, Speech and Language Therapist, Audiologist, Psychologist

SCHOOL HISTORY
Has attended segregated class at Lendrum since enrolling in school.

RELEVANT MEDICAL INFORMATION
Cochlear implant acquired two years ago.

AREAS OF STRENGTH (Talents, Skills, Interests)
- very social with peers
- leadership qualities
- sign language communication (ASL) & signed English
- desire to please
- ability to summarize stories
- athletic

AREAS OF NEED
- paying attention to teacher and other students
- written language
- academic work
- reading comprehension and inferring abilities
- communication
- number recognition
- work skills
- increased independence in daily routine

ASSESSED LEVEL OF EDUCATIONAL PERFORMANCE
(as indicated by teacher observation, interview, informal and formal testing)
Kaufman Test of Educational Achievement
Reading Decoding: standard score = 87, percentile = 19, grade equivalent = 3.0
Reading Comprehension: standard score = 85, percentile = 16, grade equivalent = 2.8
Mathematics Applications: standard score = 85, percentile = 16, grade equivalent = 2.5
Mathematics Computation: standard score = 81, percentile = 10, grade equivalent = 2.9

Peabody Picture Vocabulary Test: standard score = 74, percentile = 47, grade equivalent = seven years, three months

Expressive One Word Picture Vocabulary Test: standard score = 78, percentile = 47, grade equivalent = seven years, four months

Science: has completed a modified Grade 3 program
Social Studies: has completed a modified Grade 3 program

STUDENT INVOLVEMENT
- attended student/parent/teacher interview, participated in IPP conferences

PARENT INVOLVEMENT
- involved in development of IPP
- student/parent/teacher interview held in September

REQUIRED CLASSROOM ACCOMMODATIONS (changes to instructional and evaluation strategies, materials and resources, facilities or equipment)
- provide preferential seating
- provide instruction in a variety of ways (hands-on, visual, multi-sensory)
- have a well-lighted teaching area
- give extra time for tests
- use an interpreter during classroom instruction and discussion
- use a homework assignment book
- improve vocalization and/or correct articulation of new vocabulary in the therapy situation and facilitate carry-over of speech skills into everyday speech in the classroom

IPP 66

LONG-TERM GOAL: Ashley will synthesize information to her level of understanding.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates	Assessment Procedures	Results and Recommendations
1 By November, Ashley will retell main ideas from readings at the beginning Grade 3 level, responding using speech and signs in three or more grammatically correct sentences in two out of three trials.	November 30	– teacher prepared reading comprehension questions	– achieved
2 By March, Ashley will summarize ideas and information related to readings on a specific topic. Ashley will read a story from her *Impressions Series* reader and will provide in writing, the main idea and three key facts in two out of three trials.	March 25	– student response in writing using workbook	– achieved, if further goals are required here one could be developed for written fluency
3 By June, Ashley will be able to draw conclusions by relating what she knows to new information and ideas. She will respond using speech and signs in two out of three trials in a classroom setting.	June 15	– classroom observation using teacher based criteria	– achieved
LONG-TERM GOAL: Ashley will demonstrate an understanding of operations with decimals.			
Short-term Objectives Related to Long-term Goal Observable/Measurable	Review Dates	Assessment Procedures	Results and Recommendations
1 By November, Ashley will place single and double digit decimal numbers correctly on a place value chart (75% accuracy).	November 30	– Math Diagnostic Cumulative Review and teacher prepared tests	– achieved
2 By February, Ashley will add and subtract two and three digit decimal numerals (90% accuracy).	February 28	– Math Diagnostic Cumulative Review and teacher prepared tests	– achieved
3 By June, Ashley will multiply and divide two and three digit decimal numerals (75% accuracy/five trials).	June 15	– Math Diagnostic Cumulative Review – teacher prepared tests	– achieved

IPP 67

LONG-TERM GOAL: Ashley will express her understanding of social studies concepts through oral and visual presentations.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates:	Assessment Procedures:	Results and Recommendations:
1. By November, Ashley will double over baseline data, her on-topic comments during social studies discussion periods.	November 30	– teacher observation and collection of data and feedback from program aide	– achieved
2. By February, Ashley will double over November's baseline data, her on-topic comments during social studies discussion periods.	February 28	– teacher observation and collection of data and feedback from program aide	– achieved
3. By June, Ashley will make an oral and visual presentation to her class about services in the community with no extraneous information (80% accuracy).	June 15	– teacher observation	– achieved
LONG-TERM GOAL: Ashley will know procedures for investigating relationships between living and non-living things.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable)	Review Dates:	Assessment Procedures:	Results and Recommendation:
1. By November, Ashley will write two testable hypotheses about living things and two testable hypotheses about non-living things using the word *because*.	November 30	– teacher observation – diagnostic test in science	– achieved
2. By February, Ashley will plan an investigation comparing two living things verbally or with sign language outlining the procedure.	March 1	– teacher observation	– achieved
3. By June, Ashley will write an hypothesis, plan and carry out an investigation and complete a learning log about a non-living thing.	June 15	– learning log	– emerging, Ashley has difficulty completing the learning log independently.

IPP 68

LONG-TERM GOAL: Ashley will maximize her use of residual hearing through amplification.			
Short-term Objectives Related to Long-term Goal (Observable/Measurable):	Review Dates:	Assessment Procedures:	Results and Recommendation:
1. By November, Ashley will discriminate between the presence and absence of a spoken syllable or word. Ashley will respond correctly on 50 consecutive presentations.	November 30	– teacher/aide observation and use of check list	– achieved
2. By March, Ashley will discriminate between familiar environmental sounds which are interrupted (car horn) versus continuous (vacuum cleaner) 80% of the time.	March 25	– teacher/aide observation and use of check list	– She can differentiate as per the objective; however, she is not always able to identify the sound itself. Perhaps another goal in this area would be beneficial

TRANSITION PLANS (year end recommendations, suggestions regarding methodology, materials, strategies that were particularly effective) arrangements have been made to keep Ashley with the same teacher for next year.

Signatures of IPP team members:

Parent/Guardian _____

Student (if applicable) _____

Principal or designate _____

Teacher(s) _____

Other team members _____

_____

Date _____

IPP.69

Student Information **Date:**

Student I.D.# 619551 Sex: M

Name: Andy

BIRTH DATE: December 15 199x
Month Day Year

Address: 1620 Elm Drive
Anywhere, AB
T5K 1X9

Telephone No.: 712-1212

Parent/Guardian: Joan and Henry

School: Bertwick School Grade/Learning Group: 4

Relevant Medical Information

Andy suffers from airborne allergies. He tends to miss a fair bit of school, especially in the fall.

He was assessed by his physician (March 199x) as having mild attention difficulties; no medications were prescribed.

IPP Team Members **Position**

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Additional Information

IPP 70

Special Education and Related Services (additional school staff/support personnel/agencies)

Andy has access to teacher aide support for one hour per day.

Andy attends a self-esteem group run by the school counsellor (once per week for six weeks) in the February-March time frame.

Areas of Strength

- polite
- cooperative
- orally expresses ideas clearly
- positive

Areas of Need

- word recognition
- reading comprehension
- processing speed; writing
- organization
- self-esteem

Required Classroom Accommodations (changes to instructional and evaluative strategies, materials and resources, facilities or equipment)

- extended time limits on written exams
- opportunity to have oral exams
- assistance with note-taking and/or providing Andy with a set of notes
- paired reading strategies (also being done at home 10-15 minutes/day - five days per week)
- use of visual materials to assist Andy in learning
- early warning with respect to transition times
- homework/communication book
- Andy will be given specific instruction in the areas of keyboarding and word processing

IPP 71

Assessed Level of Educational Performance; e.g., teacher observation, interview, informal and formal testing		
Date Given	Tests	Results
March 3, 199x	Wechsler Intelligence Scale for Children, Third Edition	Andy showed weaknesses in vocabulary and general knowledge and strengths in non-verbal reasoning and visual sequencing. His processing speed was significantly weak, as were his copying skills (see student record file for the report).
March 3, 199x	Bender Visual Motor Gestalt Test	Administered by school psychologist and indicated a 1.5 year delay in visual motor skills (see student record file for the report).
Sept. 12, 199x	Teacher Alert System (learning disabilities checklist)	Andy had many of the characteristics listed on this checklist
Sept. 29, 199x	Diagnostic Reading Program	Independent Level – mid Grade 2; Instructional Level – early Grade 3; Frustration Level – late Grade 3.
October 5, 199x	Canada Quiet (by grade)	Word Identification – 31 percentile; Passage Comprehension – 42 percentile; Arithmetic – 69 percentile; Spelling – 16 percentile.
October 17, 199x	Teacher Observation	Although quite eager and willing in the language arts area, Andy's proofing and language mechanics skills are quite weak.

Summary of Assessed Level of Educational Performance

The WISC-III results show a deficit in the copying and writing areas. As well, Andy tends to work slower than others his age. His reading ability shows about a year and a half delay. Andy does better when there is a context (comprehension) than when he has to read words in isolation (decoding). Language mechanics also present him some difficulty. Andy has no difficulties in the mathematics area, however this year as problem solving increases, his weaker reading skills may depress his math mark. This needs to be monitored and necessary accommodations made.

Sample V **Andy (cont'd)** **Individualized Program Plan**

Long-term Goal: Andy will improve his reading comprehension skills to a Grade 4 level.			
Short-term Objectives Related to Long-term Goal (observable/measurable)	Review Dates	Assessment Procedures	Results and Recommendations
By October 31, when reading (silently) a series of short passages at his instructional level, Andy will be able to verbally recall three facts in four of five passages.	October 31	Teacher will provide passages and teacher aide will measure criteria	– achieved
By December 31, when reading (silently) a series of short passages at his instructional level, Andy will be able to verbally recall the main idea in four of five passages.	December 31	Teacher will highlight main idea in provided passages and teacher aide will measure criteria	– achieved; Andy did well mastering this objective on Dec. 15
By February 28, when reading (silently) a series of short passages at his instructional level, Andy will be able to verbally identify the main character's feeling(s) in four of five passages.	February 28	Teacher will identify feelings in provided passages and teacher aide will measure criteria	– achieved
By May 1, when reading (silently) a series of short passages at his instructional level, Andy will be able to verbally sequence the events in four of five passages.	May 1	Teacher provide passages and teacher aide will measure criteria	– achieved
By June 30, when Andy is read a series of short passages at his instructional level, he will be able to verbally predict what is likely to happen next in eight of 10 passages.	June 30	Teacher provide passages and teacher aide will measure criteria	– achieved; Andy did very well at predicting

IPP 73

Long-term Goal: Andy will improve his ability to edit his own written work using the COPS (Capitalization, Organization, Punctuation, Spelling) strategy.			
Short-term Objectives Related to Long-term Goal (observable/measurable)	Review Dates	Assessment Procedures	Results and Recommendations
By September 30, when asked, Andy will be able to verbally state what COPS stands for on four out of five days.	September 30	Teacher aide to measure criteria.	– achieved
By November 15, when requested, Andy will be able to verbally state three situations during the course of a school day where COPS could be used on four out of five days.	November 15	Andy's teacher(s) to provide the teacher aide with appropriate examples from their area of instruction; aide to measure.	– achieved, although in some courses, e.g., math, this was not a particularly helpful strategy. Perhaps others can be implemented.
By January 31, when presented with a series of five written passages of 100 words (typical of Grade 4 work), Andy will be able to, using the COPS strategy, correct all errors in four of the five passages.	January 31	Examples to be provided; teacher observation.	– emerging; Andy understands the Organization and Capitalization; Punctuation and Spelling are harder; perhaps the use of a spelling ace would benefit him.
By April 30, when presented with his own completed written passages from various subject areas, Andy will be able to, using the COPS strategy, correct all errors on four of five exercises for six consecutive days.	April 30	Examples to be selected by Andy; teacher aide to evaluate; teacher input as necessary.	– emerging; the spelling ace has helped; punctuation continues to be an area of concern. Perhaps an objective in this area is required.
By June 1, when working independently on a writing activity, Andy will be able to demonstrate (verbally or with highlighter), upon request, how he has used the COPS strategy to edit his work on eight of 10 requests.	June 1	Teacher aide to evaluate.	– emerging; Andy has not yet begun to apply this strategy automatically.

Sample V **Andy (cont'd)** **Individualized Program Plan**

Long-term Goal: Andy will learn and implement strategies to improve his ability to organize information across subject areas.			
Short-term Objectives Related to Long-term Goal (observable/measurable)	Review Dates	Assessment Procedures	Results and Recommendations
By October 31, when presented with a series of social studies lessons, Andy will use an idea web to organize the textual related information reviewed in eight of 10 lessons.	October 31	Teacher observation of written product.	– emerging; Andy has difficulty deciding the most important details to include in his web. Webbing should be taught as a metacognitive strategy
By December 31, Andy will, when presented with a series of projects from various subject areas, be able to break the projects down into sub-components and develop time lines for each component for four out of five projects.	December 31	Teacher observation of completed time management forms	– achieved; this worked quite well, Andy completed a time mangement form for each project. However, it was noted that Andy often neglected to complete his assignments as per the timeline he developed – add an objective in this regard (see below*)
By March 31, Andy will be using the SQ3R method in at least two subject areas when he is studying at home.	March 31	Teacher will evaluate written product upon return to school.	– not achieved; this was too complex, often Andy did not study at home; his mother did not feel skilled enough to monitor and the strategy was not taught in enough detail at school. Next year write a specific annual goal for this strategy.
*By March 1, Andy will compete the sub-components according to the timelines he develops for various projects 90% of the time.	March 1	Teacher-aide to monitor sub-components; teacher to monitor final product due date.	– achieved; note this objective was written in as a consequence of results #2

IPP 75

Transition Plans (recommendations, services required, strategies and materials that were effective)

A meeting between this year's teachers and next year's teachers will be conducted in May - focus on language development and metacognitive strategies.

The metacognitive strategy that was introduced showed much promise. Andy needs to be given several more strategies which will benefit him. This can be an ongoing process.

The homework/communication book was very useful in helping coordinate the home and school components of Andy's program and should be continued.

Continue to monitor decoding. This is an area of mild/moderate deficit, however Andy has made good gains this year.

Recommended that next year the strategies that were taught under the "organization" goal be made more explicit and form specific sections of Andy's IPP.

Signature of IPP Team Members (Signature indicates that you understand the IPP)

Parent/guardian	_____	Other team members
Student (if applicable)	_____	_____
Principal or designate	_____	_____
Teacher(s)	_____	_____
	_____	_____
	_____	_____

Annual Review and Recommendations

Goals Achieved

- Reading Comprehension - Andy did well, he had no difficulty with the literal comprehension. His predicting skills are good. It appears that his instructional level has increased as the passages were progressively more difficult throughout the year.
- The less complex parts of the Organizational goal were achieved, recommendations have been made for the other portion.

Strategies That Worked Well

- Andy responds very well to immediate feedback and praise.
- Conceptually he is able to use metacognitive strategies and understands their application, however sometimes his skill level interferes with the product.
- He enjoyed the paired reading and noticeable gains were made in reading fluency.
- Keyboarding worked well, Andy finished the year touch typing 16 wpm. The spell check function in the word processing program was a great assist.
- Parental involvement really helped with follow through.

Goals Requiring Ongoing Focus

- Metacognitive strategies - this is an area which will benefit Andy. COPS still requires a bit of work. Other strategies can be introduced next year. There is no reason that another language strategy could not be introduced simultaneously with a math strategy.
- The organizational goal needs to be broken down into smaller segments. Much was achieved, however it was too large to complete. It can be redesigned and brought forward into next year's IPP.

Support Services Required

- Teacher aide support will need to continue at the present level.
- If the parents are to be as involved next year, some formal in-service may prove to be of benefit.
- Andy will need access to a computer for ongoing keyboarding and word processing.
- The use of the spelling ace should be continued.

Recommendations

Continue with Andy's IPP next year. It provided good direction and was a useful document to facilitate communication between home and school. The annual goal with respect to reading comprehension was completed. It could be extended and placed in next year's IPP. The COPS goal is almost completed and can be replaced with some of the redesigned "organizational" goals/objectives. The support strategies should also continue (homework book, computer, teacher aide, IPP meetings with the parents).

Date: June 30, 199x

IPP 77

Section V
Blank IPP Samples

Format A **Individualized Program Plan** **Student Name:**

Student Information	**Date:**

Student I.D.# _____ Sex: ❑ M ❑ F

Name: _____

Birth date: _____ _____ _____
Month Day Year

Address: _____

_____

Telephone No.: _____

Parent/Guardian: _____

School: _____ Grade/Learning Group: _____

Relevant Medical Information

IPP Team Members	**Position**

Additional Information

IPP 79

Format A **Individualized Program Plan (cont'd)** **Student Name:**

Special Education and Related Services (additional school staff/support personnel/agencies)

Areas of Strength

Areas of Need

Required Classroom Accommodations (changes to instructional and evaluative strategies, materials and resources, facilities or equipment)

IPP 80

Format A **Individualized Program Plan (cont'd)** **Student Name:**

Assessed Level of Educational Performance; e.g., teacher observation, interview, informal and formal testing

Date Given	Tests	Results

Summary of Assessed Level of Educational Performance

IPP.81

Format A **Individualized Program Plan (cont'd)** **Student Name:**

Long-term Goal

Short-term Objectives Related to Long-term Goal (observable/measurable)	**Review Dates**	**Assessment Procedures**	**Results and Recommendations**

IPP 82

Format A **Individualized Program Plan (cont'd)** **Student Name:**

Transition Plans (recommendations, services required, strategies and materials that were effective)

IPP 83

Signature of IPP Team Members (Signature indicates that you understand the IPP)

Parent/guardian	_____	Other team members	_____
Student (if applicable)	_____		_____
Principal or designate	_____		_____
Teacher(s)	_____		_____
	_____		_____
	_____		

Format A Individualized Program Plan (cont'd) Student Name:

Annual Review and Recommendations

Goals Achieved	Strategies That Worked Well

Goals Requiring Ongoing Focus	Support Services Required

Recommendations

Date: _____

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Format B[11]

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SCHOOL IDENTIFICATION INFORMATION

SCHOOL SYSTEM NAME _____
ADDRESS _____
PHONE NUMBER _____

SCHOOL NAME _____
ADDRESS _____
PHONE NUMBER _____

STUDENT IDENTIFICATION INFORMATION

NAME _____ DATE OF BIRTH _____ GRADE ____ SEX M F
PROGRAM TITLE _____ LANGUAGE _____ HOME _____ SCHOOL _____
PARENTS/GUARDIAN NAME(S) _____
ADDRESS _____
PHONE NUMBER _____ (WORK) _____ (HOME)

PROGRAM AND RELATED SERVICES

DESCRIPTION OF SPECIAL EDUCATION PROGRAM DESCRIPTION OF REGULAR PROGRAM

INSTRUCTIONAL AREA	PERIODS/WEEK	SUBJECT	TEACHER	ACCOMMODATIONS REQUIRED*	MEDICAL CONCERNS DATE & FINDINGS
		Language Arts		[ ] YES [ ] NO	
		Mathematics		[ ] YES [ ] NO	
		Social Studies		[ ] YES [ ] NO	
		Science		[ ] YES [ ] NO	
		Phys. Ed.		[ ] YES [ ] NO	
ANCILLARY SERVICES		Music		[ ] YES [ ] NO	
Counselling	Speech	French		[ ] YES [ ] NO	
Soc. Ser.	Nurse	Health		[ ] YES [ ] NO	
Psychology	O.T.				
Other	P.T.	Transition Plan: [ ] YES [ ] NO		* If "YES" see attached	

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ASSESSMENT RESULTS

INSTRUMENT	DATE	RESULTS	IDENTIFIED STRENGTHS/NEEDS
FORMAL			
INFORMAL			
OBSERVATIONS			

SUMMARY

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ANNUAL SUMMARY REPORT

ANNUAL GOALS

SUMMARY OF GAINS MADE, EFFECTIVE METHODOLOGIES AND MATERIALS, AREAS OF CONTINUING CONCERN

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Goals

Annual Goal _____

Description of Present Level of Performance _____

SHORT-TERM OBJECTIVES (include criteria)	DATES			CHANGES RESULTING FROM REVIEW	EVALUATION METHOD/PERSON
	S.D.*	P.A.D.*	A.A.D.*		

*S.D. = STARTDATE, P.A.D. = PROPOSED ACHIEVEMENT DATE (IS THE REVIEW DATE); A.A.D. = ACTUAL ACHIEVEMENT DATE

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Individualized Program Plan for _____ 199_ – 199_ Page ____ of _____.

IPP TEAM MEETING

1. TYPE OF MEETING ❑ Initial ❑ Review ❑ Exit

2. MEETING DATE _____

3. THIS PLAN IS TO BEGIN _____ AND END _____

4. TEAM PARTICIPANTS (To be signed at the IPP meeting)

PARENT _____	CLASSROOM TEACHER _____	CLASSROOM TEACHER _____
STUDENT _____	CLASSROOM TEACHER _____	CLASSROOM TEACHER _____
ADMINISTRATOR _____	SPECIAL ED. TEACHER _____	COUNSELLOR _____
SPECIALIST (specify) _____	SPECIALIST (specify) _____	OTHER _____

5. TRANSITION PLAN REQUIRED [ ] YES, ❑ATTACHED; [ ] NO. IF NO WILL BE COMPLETED BY _____
[ ] NO

6. PERSON RESPONSIBLE FOR THE IPP _____

7. COMMUNICATION

I. THE PARENT/GUARDIAN/STUDENT WISH TO BE INVOLVED

[ ] AT THE INCEPTION
[ ] AFTER DRAFT IPP IS PRESENTED

II. INFORMATION REGARDING THE ONGOING NATURE OF THIS IPP WILL BE COMMUNICATED TO HOME BY (check all that apply)

[ ] SEMI-ANNUAL REVIEW MEETING
[ ] REPORT CARD PERIODS (TELEPHONE [ ], WRITTEN [ ], MEETING [ ])
[ ] MONTHLY INTERVAL (TELEPHONE [ ], WRITTEN [ ], MEETING [ ])
[ ] Other _____

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IPP Team Meeting (cont'd)

8. DISCUSSION

MAJOR AREAS DISCUSSED/GENERAL COMMENTS

GOALS/OBJECTIVES COMPLETED

NEW GOALS/OBJECTIVES

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IPP Team Meeting (cont'd)

8. DISCUSSION (cont'd)

ADDITIONS TO "SUMMARY OF GAINS MADE" (Year end only)

IPP 91

9. NEXT MEETING WILL BE HELD _____

10. RESPONSE OF THE PARENT(S)/GUARDIAN(S)/STUDENT

[ ] I agree with this IPP and am clear about the process.

[ ] I request a review of the area(s) in which I have a concern.

❑ ASSESSMENT ❑ CURRENT NEEDS ❑ ELIGIBILITY

❑ GOALS AND OBJECTIVES ❑ PLACEMENT ❑ SERVICES

❑ OTHER (Specify) _____

[ ] I request my child receive no special education placement/services.

SIGNATURE(S) _____ DATE _____

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PROGRAM ACCOMMODATIONS FOR _____ DATE _____

SUBJECT	TEACHER
ACCOMMODATIONS	ASSESSMENT PROCEDURES/PERSON RESPONSIBLE

SUBJECT	TEACHER
ACCOMMODATIONS	ASSESSMENT PROCEDURES/PERSON RESPONSIBLE

SUBJECT	TEACHER
ACCOMMODATIONS	ASSESSMENT PROCEDURES/PERSON RESPONSIBLE

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TRANSITION PLAN FOR _____ DATE _____

I. CURRENT

LONG TERM GOALS(S) (Hopes/Dreams)

POSSIBLE BLOCKS TO GOALS (Fears)

IMPORTANT EVENTS IN STUDENT'S DAY (School and Community)

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TRANSITION PLAN FOR _____ DATE _____

II. **FUTURE YEAR ONE (19__-19__) — SPECIFIC GOALS** (include services required)

PROGRAM MUST INCLUDE

PROGRAM MAY INCLUDE

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PARENTS/STUDENT WOULD LIKE TO VISIT SITE [ ] Yes [ ] No Arranged for _____ On _____

III. **FUTURE YEAR TWO/THREE — GLOBAL GOALS**

SIGNATURES _____ Parent _____ Student _____ School

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Section VI
Footnote References

[1] "Someone's missing: the student as an overlooked participant in the IEP process," by Mary T. Peters, 1990, *Preventing School Failure, 34*(4), pp. 33–34.

[2] From Edmonton Public School District No. 7.

[3] "High school students rate their IEPs: low opinions and lack of ownership," by T. C. Lovitt, S. S. Cushing and C. S. Stump, 1994, *Intervention in School and Clinic, 30*(1), pp. 36–37.

[4] "Someone's missing: the student as an overlooked participant in the IEP process," by Mary T. Peters, 1990, *Preventing School Failure, 34*(4), pp. 33–34.

[5] *Collaborative teams for students with severe disabilities: integrating therapy and educational services* (pp. 55, 254), by B. Rainforth, J. York and C. Macdonald, 1992, Baltimore, MD: Paul H. Brookes.

[6] *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities* (p. 317), by Alison Ford, et al., 1989, Baltimore, MD: Paul H. Brookes.

[7] *Academic challenge: a programming guide* (p. 3:31), by Edmonton Public School District No. 7, 1988, Edmonton, AB: Edmonton Public School District No. 7. Reprinted with permission.

[8] *The IEP process reference handbook for special class teachers* (p. 29), prepared by A. Reeve and D. Katz, 1987, Victoria, BC: Greater Victoria School District.

[9] *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities* (pp. 237–238, 242–243), by Alison Ford, et al., 1989, Baltimore, MD: Paul H. Brookes.

[10] *Transition planning for young adults with intellectual disabilities: a resource guide for families, teachers and counsellors* (pp. 4–5), by Alberta Education, Education Response Centre, 1992, Edmonton, AB: Alberta Education.

[11] ECSS Educational and Counselling Support Services (1995). 11232 – 100 Avenue, Edmonton, AB T5K 0H9. Telephone: (403) 482–3277. Contacts: Dr. Graham Ross or Patricia Schuster.

Section VII
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